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Adjustments for
The Secondary School

JUN 5 1945

A series of articles on proposed adjustments in the
curriculum and administration of the secondary
school necessitated by the returning veterans and the
impacts of the war on the secondary schools.

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX".

MAY 8 1945

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THE NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS

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1201 Sixteenth Street, N. W., Washington 6, D. C.

EDUCATION IS NOT A DESTINATION...IT IS
A JOURNEY...ALWAYS, WE ARE EN ROUTE



Underseas

DREBBEL'S submarine is about 283 years older than the Wrights' airplane. Great as are the improvements in underwater vessels, their field of operations remains fenced in.

The first heavier-than-air machine's flight was only 120 feet. But there is no air limitation to the range of transport planes, as evidenced by today's globe-circling Army and Navy bombers and transports. They can travel overseas and over everything else . . . and do!

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Overseas

The airplane is an American!

We have taught the rest of the world how to utilize the oneness of indivisible air as a realm for vehicular traffic. To wit: Today the United States is the first global military power in all history. However, the solution of one problem creates new problems. We have created this problem: Will the U. S. continue to develop and utilize air transport effectively for social and economic benefits after the war?

We know how to make the Machines.

We must learn how to mold the Minds in order to become an air-faring nation.

Many teachers and school administrators are alert to this unprecedented challenge. Our purpose is to work with you in interpreting the rapid changes and applying air transportation to human betterments. Will you join with us? Please write for a free copy of "Air Age Education News."

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What School Administrators Think About Peacetime Compulsory Military Service

PAUL E. ELICKER

Executive Secretary,

National Association of Secondary-School Principals

MORE than 3,500 school administrators and 250 classroom-teacher leaders from all states have spoken through a poll on a few issues involved in a national peacetime policy of compulsory military training for male youth.

This poll of opinion follows the pronouncement of twelve college presidents opposed to compulsory military training and a subsequent public statement from fourteen other college presidents favorable to compulsory military training.

This poll, conducted jointly by the Research Division of the National Education Association and the National Association of Secondary-School Principals, a department of the National Education Association in January 1945, included responses from 2,120 superintendents of public schools and 1,450 principals of high schools, public and private, a total of 3,750 school administrators, and, in addition, a group of 250 classroom-teacher leaders—a total of 3,820. The poll includes substantial returns from all states and can be regarded as the general current opinion of school administrators on certain aspects of the issue of compulsory military training in peacetime.

School administrators have always carried a heavy responsibility for the provision of educational programs for the welfare of youth. Their opinions, expressed on a national basis on this vital issue, ought to be truly significant of their planning for the present and future welfare of American youth.

REPLIES TO THE QUESTIONS

The poll indicates that school administrators as a group are not convinced that the program advanced so far by our military leaders will give us the national security they claim for a program of compulsory military training as shown by the returns on the question:

1. *Do you favor a full year of compulsory military training for all able-bodied young men, the training to be given in military camps under the exclusive direction of the regular military agencies: Army, Navy, etc.?*

	Yes	No
High-school principals	32%	68%
Superintendents of schools	37%	63%
Classroom-teacher leaders	40%	60%

These school administrators were more emphatic in their expression on the time when Congress should decide our national policy on this issue as indicated by the returns on the question:

2. *When should Congress decide America's postwar national policy on compulsory military training?*

	<i>Within the next few months</i>	<i>After the war</i>
High-school principals	30%	70%
Superintendents of schools	33%	67%
Classroom-teacher leaders	37%	63%

These school administrators expressed themselves more emphatically on the issue of any form of compulsory military training in peacetime. Contrary to opinion of them as non-militarists, as frequently expressed in the press, school administrators have *no* prejudice, as a group, against military training.

Many attached notes to the poll card in response to this question and the following question reflected their general attitude. Many stated that youth now are given adequate basic training in a period approximating 6 to 13 weeks. Soon thereafter, many are placed in combat units as shown by recent casualty lists. The returns on the question:

3. *Are you opposed to all forms of compulsory military training in peacetime?*

	<i>Yes</i>	<i>No</i>
High-school principals	19%	81%
Superintendents of schools	17%	83%
Classroom-teacher leaders	21%	79%

Since so few were opposed to all forms of compulsory military training in peacetime, administrators were given an opportunity to specify the kind and amount of military training they would favor in the question.

4. *If you favor some form of compulsory military training other than the kind or amount specified in Question 1, describe briefly:*

1. *Not necessarily opposed; still unconvinced as to the need.*

Typical quotations:

"I favor compulsory training if it can be shown to be the only way of preserving the peace."

"Question can not be answered now. If, after the war, world conditions make another war probable, then we should have compulsory training."

"Yes, if military preparedness demands it; no, if it is unnecessary for national safety. This is the sole issue in my opinion."

2. *Military training should be co-ordinated with education.*

"If military training is necessary, it should be a part of the educational program."

"A combined educational and military program so that time spent will be worth while both to country and draftee."

"I favor a military program of training integrated and geared into our public schools."

3. *Make military training compulsory in high schools or colleges.*
"ROTC for high school and college—with summer camps. Regular military training for those not enrolled."
"Part of high school and college health and physical education program; required of all boys."
"It should be given in the junior and senior years as part of the curriculum, followed by two summers at camp."
4. *Military agencies should not exercise exclusive control over the program.*
"A full year in camps away from home under the joint direction of regular military and educational agencies."
"Enough civilian control to assure fairly democratic procedures."
5. *Give the training in a series of summer camp periods only.*
"I favor giving the training in the summer vacation between school years."
"Summer camp training of all boys reaching the eleventh and twelfth grades under the supervision of the Army and Navy."
"A period of three to four months during the summer months under the control of Army and Navy, etc., for all young men optional between 17-21. One renewal summer each four years up to 30."
6. *A year of training is too long.*
"I favor compulsory training, but not a full year of it. It would appear that 12 or 13 weeks should suffice."
"I believe that training comparable to Army 13-week basic sufficient if coupled with physical fitness program in school."
"Three to six months training with the possibility of immediately calling these boys back for more training if emergency arises."
7. *The training program should not be strictly military.*
"I favor compulsory military training if the schoolmen write everything in the program except the purely military aspects of it. I don't favor a background of complete regimentation in peacetime."
"A year's training, partly military, mainly physical fitness, citizenship and character training."
"Something more constructive than military training alone."
8. *Provide a volunteer system of military training.*
"I would like to have some form that would attract large numbers without having to force all to take it."
"Voluntary form such as CMTC or National Guard."

School administrators, in this poll, did not question the necessity for some compulsory military training for *all* youth as much as the amount of time required to give military training to *all* male youth.

The many supplementary comments by school administrators repeatedly raised some presently unanswered questions about the basic provisions of a

world program for security, the necessity for action *now* on a compulsory military training program that has been only vaguely outlined by our military leaders, the danger to our democracy in placing so much power over youth in peacetime in military agencies, the old world history of compulsory military training and its recurring armed conflict, and related problems.

Regional Differences

There are regional differences, as shown by the returns from 3,570 superintendents of schools and principals of secondary schools, on these three questions as shown in the table.

	Question 1		Question 2		Question 3	
	Now	Later	Yes	No	Yes	No
<i>Northeast states¹</i>						
High-school principals	27%	73%	34%	66%	22%	78%
Superintendents of schools	33%	67%	41%	59%	20%	80%
Total	30%	70%	38%	62%	21%	79%
<i>Southeast states²</i>						
High-school principals	38%	62%	43%	57%	14%	86%
Superintendents of schools	39%	61%	43%	57%	12%	88%
Total	39%	61%	43%	57%	13%	87%
<i>Middle states³</i>						
High-school principals	28%	72%	26%	74%	24%	76%
Superintendents of schools	30%	70%	33%	67%	18%	82%
Total	29%	71%	30%	70%	21%	79%
<i>Northwest states⁴</i>						
High-school principals	24%	76%	30%	70%	14%	86%
Superintendents of schools	24%	76%	28%	72%	20%	80%
Total	24%	76%	29%	71%	17%	83%
<i>Southwest states⁵</i>						
High-school principals	51%	49%	51%	49%	6%	94%
Superintendents of schools	46%	54%	41%	59%	11%	89%
Total	48%	52%	44%	56%	9%	91%
<i>Far west states⁶</i>						
High-school principals	21%	79%	26%	74%	15%	85%
Superintendents of schools	29%	71%	34%	66%	14%	86%
Total	28%	72%	31%	69%	15%	85%
TOTAL	33%	67%	36%	64%	16%	84%

¹ *Northeast states*: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, New Jersey, Delaware, Maryland, West Virginia.

² *Southeast states*: Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana.

³ *Middle states*: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri.

⁴ *Northwest states*: North Dakota, South Dakota, Nebraska, Kansas, Montana, Wyoming, Colorado, Idaho, Utah.

⁵ *Southwest states*: Oklahoma, Texas, Arizona, New Mexico.

⁶ *Far west states*: Nevada, Washington, Oregon, California.

The Schools and the Returning Veteran

LELAND P. BRADFORD

*Editor, Adult Education Bulletin, National Education Association,
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THROUGHOUT America schoolmen are becoming increasingly conscious of the educational problem presented by the returning veteran. While the Servicemen's Readjustment Act of 1944 (G I Bill of Rights) provides Federal financial aid to servicemen for from one to four years of education, the obligation to provide adequate education rests squarely upon the schools and communities of America. This is particularly true because over sixty per cent of the returning servicemen will not be able to qualify for study on the university level. Furthermore, many who can qualify will prefer to get educational assistance in their own community rather than to attend college or university. And last, it is in the community that the veteran will make his final adjustment.

The importance of this obligation of the community and school cannot be over emphasized. One tenth of our total population will return to take its place in the communities of America. This return presents problems of adjustment to work, to home, and to the community not only for those returning but also for those who remained. The adequacy of these adjustments will be an important factor in the future of the country.

The returning serviceman faces the greatest adjustment because his has

The problem of the education of the returning man or woman now in the Armed Forces is of interest and concern to every educator. The following four articles were obtained from leaders who are not at present administrative heads of schools, but who have had a significant and unique experience with adults which should be helpful to administrators in planning for the education of veterans.

In "The Schools and the Returning Veteran," the problem is stated by Leland P. Bradford. In "Schooling for the Under-educated Veteran," the attitudes, interests, and desires of the educationally deficient veteran are stated by Lieutenant Samuel A. Lynde who is in charge of the training school for white illiterate Navy personnel at Camp Perry, Virginia. In "The Administrator's Responsibility in Building the Adult Education Program," the role of the school administrator in establishing a program of education in the community for the veteran is discussed by Melvin W. Barnes and Glenn Kendall. Finally, in "Counseling and Education for the Veteran in Rural Communities" by Edgar A. Schuler, and Douglas Ensminger, the issue for the veteran in the rural community is presented.

education of schools in the past will not suit either the experiences or the desires of the returning servicemen.

7. The traditional curriculum of the schools will need to be vitally revised for the education of the returning serviceman. Some of the areas of revision have already been indicated, such as adaptation to both regular and part-time attendance, more intensive work, and change to subjects or courses of less than semester length. Even though the veteran desires a certificate of high-school completion, courses will need to be adapted to immediate problems. This need not take out the long-time educational value of the courses. Contrary to the fears of some teachers, this will increase the educational value. The curriculum will need to be built around four major areas of concern to the veteran—vocational, home, community-civic, and personal adjustment.
8. Because the education of veterans is adult education, the methods used must be adult educational methods. This means, in essence, that teaching becomes to a greater extent leading, and that adult students accept more responsibility for the direction of the group study. Discussions and projects play a greater role in adult education, and textbook reading and teaching a minimum. Adults are far less prone to endure poor teaching than are children or adolescents. This is so because adults place a greater value on time. Again, adult education demands a greater use of current reading materials in non-textbook form. Veterans, in their training in the armed forces, have been accustomed to a wide use of visual and auditory aids.

These eight points can be regarded as major guideposts in the development of education for the returning veteran. They indicate that it is not advisable merely to try to place the veteran back in the elementary or secondary school, and they stress the need for careful planning now for the return of servicemen.

IMPLEMENTING EDUCATION FOR VETERANS

1. *Community Committee on Education*

Each community would do well to form a committee on education, headed by the superintendent of schools or principal of the high school, and representatives of interested groups in the community. Such a committee might well contain individuals from industry, business, labor, service, and veterans groups, welfare groups, and others interested in the problem. Certain definite values will accrue from this approach to veterans' education.

- a. The education of the returning serviceman is a community problem and not merely one of the school. This is so because the servicemen face the need to make fairly immediate adjustment to community living. This committee will indicate to the community, by its formation and activities, the scope of the task.
- b. The educational activities should gear in with community needs. Such a representative committee can aid in adapting the education to business

and industrial openings and to problems of family adjustment.

c. There will be a variety of services to veterans in every community. It is highly necessary that these be co-ordinated. A community committee on education will make such co-ordination more possible.

d. Such a committee will indicate to the veteran the importance placed on education by the community, and will indicate further, that he is not expected to fit himself into an educational system developed for children and adolescents.

The responsibilities of such a committee could be many. Certain of the more important ones are suggested below.

a. An understanding of the extent of the problem is necessary before any intelligent planning can be done. How many servicemen are there in the community? How much formal education has each had? What was their previous occupation, if any? What further educational assistance do they want? Some communities have surveyed the situation, getting names and information concerning the educational and occupational background of each serviceman in the community. Servicemen's families might well be contacted for two reasons. *First*, to acquaint the family with community interest in the servicemen, and with the proposed educational opportunities for him upon his return, and *second*, to secure additional information concerning his educational and occupational desires and intentions.

In one instance, the community has written to the serviceman acquainting him with the interest of the community in him, and with the counseling and educational assistance the community has developed. No better measure could be taken to relieve worries and doubts held by servicemen. In still other communities, exploration has been carried on by school administrators, industrial, business and labor leaders, and representatives of various groups through discussion of future employment opportunities and the education and training needed.

b. The community should support and, wherever possible, participate in community services to veterans. One great responsibility of such a committee may well be that of keeping the community informed through the press and radio of plans and progress. Requests for suggestions and aid may be made through the same media.

c. Counseling will be an important part of the assistance needed by veterans. The committee should explore existing counseling facilities and plan for additional facilities. Counseling services will be needed in a number of areas, such as vocational, educational, family adjustment, individual adjustment, and knowledge of rights, benefits, and opportunities. The great danger will be that each community will have a number of counseling services unconnected and unco-ordinated with resultant duplication and confusion. Only as the various types of counseling aids are developed and considered together will this be prevented.

As stated before, educational counseling for the veteran must go beyond the typically inadequate counseling found in many schools at present. The school should endeavor to build up a comprehensive file for each veteran. Such a file should include not only information concerning his previous educational experience, but also any helpful data concerning his army training. Some schools have kept in continuous contact with their former students now in the Armed Forces and are urging them to anticipate their return to civilian life and further educational training under the Servicemen's Readjustment Act of 1944 (G. I. Bill of Rights).

These men and women in the Armed Forces are urged by their former schools to obtain from the educational officers the official *United States Armed Forces Form No. 47—Application for Credit for Educational Achievement during Military Service*.¹

Educational counseling itself should be concerned with the veteran's vocational interests and abilities as well as with available information concerning employment opportunities in industry, business, and governmental agencies and departments. The educational counselor should be able to recommend other educational institutions in the general area for specialized types of education.

One area of guidance which should be of concern to the school whether or not they carry it on, is the counseling of the veteran and his family in the area of family adjustment. Anyone familiar with the number of war marriages will realize the importance of this area.

d. Returning servicemen will need to be informed of educational opportunities. If this is not done, many will be led astray and cheated by "fly-by-night" institutions. The committee may well plan a definite program of acquainting each veteran with his educational opportunities.

The above suggestions are, obviously, only a few of the activities a representative community committee may accept. Others will develop as the problem is explored.

2. Selection of Teachers

The selection of a teaching staff will not be an easy task. Certainly it would be a fatal mistake to use public school teachers less capable than others, too near retirement, or undesirable for personality reasons. Teaching returning servicemen will demand the best teaching skill possible—not second or third best. Usually, but not always, men will prove more acceptable as teachers than women.

The superintendent or principal, in considering the adjustments necessary to meet the needs of the returning veteran, will need also to remember that it is more than likely he will have two groups of veterans for whom to

¹A copy of USAFI Form No. 47, *Application for Credit for Educational Achievement During Military Service* is found on pages 27 to 32 of this issue of *THE BULLETIN*.

care. The first, and probably smaller, will be those younger servicemen who will be willing to attend full time. The second group will be those who will wish part-time evening work. In planning for this latter group, the superintendent or principal would do well to survey the community for teachers. In certain subjects competent individuals in the community may frequently be willing to give extra hours to teaching. At all events, planning for needed teachers for returning servicemen should not restrict itself to a consideration only of teachers now engaged in public school teaching.

Where veterans will desire education in any appreciable numbers, it will be wise to secure a director who can devote full time, under the supervision of the superintendent or principal, to the development of adult education for the veteran.

3. *Training of Teachers*

It has been emphasized before that the teaching of adults differs in many ways from the teaching of children and adolescents. Every teacher who has done both successfully will recognize this to be true. So that the program will be successful, it is necessary that any teachers utilized in this proposed program be given assistance in terms of training in teaching skills. While there is no present pattern for such training, a number of suggestions are offered.

- a. *Short course training given by universities and teacher colleges.*—The superintendent should find out if any nearby teacher-training institution has developed any short-course training in either adult teaching methods or in educational counseling. The local community should not wait for the colleges and universities to awake to this problem. A request made by the community will in most instances bring results. Intensive training for a few weeks will give teachers a minimum knowledge of adult education methods. If this is followed up by in-service training, it will be sufficient as a beginning. If schools throughout a large area were concerned with this problem, it may be possible for the teacher-training institution to send out certain of its members to conduct an intensive and thoroughly prepared institute for each group of communities.
- b. *In-service training.*—The superintendent or principal can and should develop a continuous program of in-service training. This can best be done through weekly staff meetings in which problems of methods, of counseling, and of curriculum modification and development are thrashed out by the entire staff under the leadership of the superintendent or the director of adult education, or the member of the superintendent's staff charged with teacher training.

4. *The Development of Curriculum*

We can start with the premise that the curriculum of the education of

veterans will need to differ from the typical secondary school. This will be true whether or not the veteran seeks a high-school certificate.

The curriculum should differ in the following major points:

- a. Its goals should be more immediate.
- b. It should not be forced into a lock-step sequence of prerequisites.
- c. It must be inclusive of the major areas of adjustment faced by the veteran.
- d. It must be adapted to either full-time or part-time attendance.

There are certain major areas of the curriculum that should not be neglected. Unless all are considered, there is grave danger that the education of the veteran will be only vocational. Important as job adjustment is, it is only part of the total problem. One has only to consider the disrupted homes and the large number of war marriages to realize that the country faces a grave problem in family adjustment and parent education. The planning for curriculum should include opportunities for both classes and counseling in this area not only for the veteran but for his wife and family.

Again no one can over-emphasize the seriousness of the many decisions which will confront us as citizens in the days to come. Any curriculum which ignored this area would be inadequate.

The day will come when educators will truly understand that education is a process of adjustment and not a process of collection and accumulation. Toward this goal, the curriculum for veterans should include activities to help the veteran gain personal growth and adjustment. Furthermore, these activities should be closely tied up with the counseling of veterans.

CONCLUSION

This article has attempted to indicate the importance and scope of the problem of education for the returning serviceman, and to suggest some general steps that may be taken in each community in establishing such education. That the problem is crucial needs no further statement. All are aware of it and concerned with its ramifications and implications. What does need stressing, however, is the fact that the time for planning is now and that no community should wait for further Federal or state action before moving. The G I Bill is law, and it provides tutional cost to the schools covering the education of veterans. It is now the problem of the schools to set up the proper education.

Preliminary organization and preparation will take finances. This rests largely upon the community. Here is where the superintendent or principal has responsibility, working with an educational committee, to acquaint the community with the fact that it is a total community problem. No town or city in America can afford to minimize or neglect this problem, nor will it wish to, if it clearly understands the issue. It thus rests upon the chief education officer of the community, the superintendent or principal, to acquaint people with the magnitude of the problem. As the schools succeed in meeting this challenge, they will grow in importance in community and national affairs.

Schooling for the Under-Educated Veteran

LIEUTENANT SAMUEL A. LYNDE, U. S. N. R.

In charge of Training of White Illiterates, Camp Perry, Williamsburg, Va.

NEARLY ten million men in the armed services, it is estimated, have not completed high school. Of these, approximately half have not gone beyond eighth, and another half million have completed less than fourth grade. It is well to consider these figures carefully when planning for educational programs to be offered veterans under the provisions of the GI Bill of Rights. It has been assumed generally that the colleges and universities of the nation could handle the major part of the training of veterans, and considerable planning has been done to that end. But there are flaws in this thinking. For one thing, no college can take on a man with less than a high-school education without lowering academic standards. The lower the educational level of attainment of veterans accepted as students, the lower those standards will be. Already there have been warnings of the grave consequences to the colleges and universities if this problem is not carefully considered. More than one college president is disturbed over this problem. For another thing, veterans, because of their interests and wishes regarding post-war education, particularly those of limited education at this time, are not to be fitted easily into the college or university atmosphere.

The great numbers of servicemen who have completed less than high school, present a serious problem to the nation's educators when considered in the mass. Behind these huge figures there are human beings, individuals who cannot be adequately understood in terms of figures exclusively. Let us take a look at the under-educated servicemen of today, who will be the veteran of the tomorrow to which we look with anticipation. What is he? Where does he come from? What are the causes of his educational deficiencies? Does he want more education? What does he want? How can he best be given it?

The Navy's experience with the under-educated servicemen having the greatest need, the functionally illiterate, has indicated a good deal about the characteristics of under-educated servicemen in general. The remarks that follow are directly based upon experience with illiterate trainees in the Navy's Special Training Program. These men are the most seriously handicapped of a tremendous portion of our nation's fighting men. They differ in educational deficiency from the others who may be classified as under-educated only in degree rather than in kind.

WHO IS THIS UNDER-EDUCATED

When we are acquainted with conditions that prevail in rural schools today and know that they represent a considerable improvement over conditions that prevailed when these men were exposed to education, it is no surprise to learn that the majority of functional illiterates come from rural areas, most of them from the southwest and southeastern states, although the

Navy has received trainees from all forty-eight, and the District of Columbia. The typical trainee comes from the farm, as one of a family of more than eight children. He attended school for a few years in a desultory manner, staying home frequently to help with work on the farm, or just playing hooky. He may have learned to read and write a bit, but not very much. As soon as he was physically big and strong enough he quit school to go to work. It is noteworthy that his sisters were usually left in school and most of them are functionally literate.

It is of little benefit for the veteran of this war to realize that, when he was of school age, compulsory attendance laws did not function efficiently nor did the school authorities attempt to keep him in school. That is another problem. The important thing in regard to the under-educated veteran is the fact that although he may have been barely above the line of literacy at one time, he has slipped back due to forgetting and disuse of partially acquired skills. The special training which such men have received in both the Army and the Navy has served its military purpose in rendering such men capable of performing simple duties in the services. Such training has been strictly functional, its character dictated by the atmosphere in which it is administered. No one can seriously claim that this type of training could supply the education of four or five years in school in the few short months allotted for training. All that such training can do is to enable the man to stand on his own feet while in the service, to write and read his letters, to read and understand simple orders, to keep the small accounts he must keep, and to carry on other simple activities. Beyond these things, literacy training in the services need not and cannot go.

WHAT TRAINING WILL HE WANT?

Will the under-educated veteran want more training in the fundamental skill of literacy? That question can best be answered by sketching briefly the experience of such men in the services. Every day a man serves in the armed forces, if he is unable to read and write, his educational weaknesses are forcefully brought home to him in a hundred different ways. If he is in the Navy, such a man cannot advance in rating no matter what his mechanical skills may be, simply because he cannot read the manuals and texts he is required to study for examinations for a rating. He is looked on as a menace aboard ship, because he cannot read "No Smoking" signs, he cannot find his posts of duty on the Watch, Quarter and Station Bill, and he can hardly find his way about the ship. He is worse than no good to his shipmates.

Yes, the under-educated will want more schooling. He even begins to want it more than he ever did as a civilian while undergoing his basic training. Of a sample of several hundred Navy trainees in the Special Training Program who were asked if they wanted more schooling, more than seventy per cent said they would be willing to live away from home to get it. And that is the acid test for a man in service. These men realize for perhaps the

first time in their lives that the world has passed them by. They never before realized that they had to be able to read and write in order to be able to fight for their country. They never knew that literacy was the key to so many important things in life. The traditional thinking of the groups of which they were members as civilians no longer supports their former attitudes toward education. They realize that all along they have been wrong. Perhaps they knew it, but never before has their deficiency been so forcefully presented to them, making them admit openly to others what they hardly admitted to themselves.

The shattering of their indifference to education is one important reason for seeing to it now that under-educated veterans have a chance to wipe out their deficiencies after the war. If they are allowed to flounder after they leave the services, if they are not told what they can get in the way of education, and where and how they can get it, they will too soon slip back into their old patterns of thinking. It has already been noted that restlessness characterizes men newly released from service. Their experiences are sufficient cause, and constructive use can be made of this unwillingness to return immediately to their former modes of living, provided that adequate programs are offered them under the provisions of the GI Bill.

WHAT KIND OF PROGRAMS SHOULD BE OFFERED?

Certainly the same programs offered to children in our schools today should not be the program offered them. We cannot ask veterans to return to classrooms with children, to sit at desks too small for them, to learn from teachers who, no matter how earnest and anxious to help they may be, cannot either talk to the veteran in his own terms nor begin to match his breadth of experience. It is fair neither to the veterans nor to the unlauded heroes of our small schools who carry on the vital task of teaching our children in time of war. The national press services have recently carried stories of veterans who have been subjected to such treatment. A 22-year old Army veteran in Florida returned to the sixth grade; a 19-year old Marine, wearing five combat medals returned to a high school in one of our large eastern cities; another young Marine returned to high school in one of the states of the southwest. The first has been the subject of newspaper stories and pictures, the glare of publicity all of which will probably wither his good intentions. The second has already given up school because of inability to adjust himself socially. The third has looked at his school's curriculum with a coldly critical eye, the natural result of his terrific experiences in fighting Japs. It simply will not do.

What can be done, then, for men such as these, when they don civvies again? The experiences they have had, in the strain of combat conditions, and in the boredom of long weeks and months of waiting which are just as much a part of war as fighting, have taught them to look at things with an exclusively utilitarian point of view. The kind of education they want must add dollars and cents to their pay checks, must add appreciably to the security

of their families and themselves. It would seem, therefore, that the kind of education that would suit them best would be vocational training. This is not altogether true. For those who are dangerously near the level of literacy, the most valuable kind of educational program should have a dual aim, similar to that of literacy training in the services; vocational training plus development of literacy skills.

This can be accomplished in much the same way that literacy skill is developed in the Army and Navy by means of special texts, the subject matter of which is concerned with a particular trade or occupation, and the vocabulary and syntax of which are on a level commensurate with their limited abilities. For example, a course in the fundamentals of soil conservation for farmers could be taught with texts which convey the necessary information yet which are written using a controlled vocabulary in simple phraseology. Why would this be a workable answer? Because the emphasis is somewhat shifted from literacy to subject matter, because the material provides good motivation, because the material will also convey the information which will palpably enhance the security and efficiency of the individual as a practical farmer. Through such courses, veterans could be taught sufficient skills to be able to read for themselves the farm bulletins, thus providing a direct means of educating themselves and improving their economic stability.

The educational programs for veterans of higher educational attainment than the functionally illiterate present somewhat less of a problem, for texts already in use in our schools could be appropriately used in their courses. However, a good deal of thought will have to be given to content as well as to degree of difficulty in the matter of texts. The primary desire for useful materials and practical courses will not change, no matter what the degree of educational attainment. For all groups of under-educated veterans, the types of courses offered will have to be geared to the occupational, home and civic interests of these men. The interests will vary widely with their civilian background, service experience, and postwar occupational and family plans and interests.

It has been stated in a recent issue of a national weekly magazine that the educational provisions of the GI Bill of Rights can demoralize American education and defraud the veterans unless sound planning prevails in the establishment of programs for veterans. This is particularly true of the under-educated veterans. The drag upon academic standards which will be the inevitable result if veterans are placed in regular school programs, the undesirability of subjecting veterans to the inordinately youthful atmosphere of our elementary and high schools, the inappropriateness of standard curriculums for the education of veterans will all contribute to a tragic denial of the most generous gesture any nation ever made to its returning veterans. If this result is brought about through improperly planned and inadequately prepared programs, the disillusionment and cynicism of veterans will be multiplied.

The Administrator's Responsibility in Building the Adult Education Program

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As the public schools meet the challenge of developing adequate education for the returning veteran, they will be embarking on a program of adult education. Such education presents different problems and demands different methods than found in secondary education. The superintendent of schools and the secondary-school principal thus need to understand clearly the factors involved in establishing a program of adult education. This article attempts to discuss, in fairly general terms, such factors.

Preliminary to the discussion of the superintendent's and principal's role in building the adult education program it may be worth while to set down a few assumptions. These generalizations do not have a unique application to adult education. Rather, they are basic to any phase of the community program, and serve to place educational opportunities for adults in their proper setting. While educational facilities for adults constitute a special program, still they cannot be adequately treated apart from other school functions.

BASIC ASSUMPTIONS

1. The educational resources and facilities of a community belong to the whole community, not alone to the teachers, the children, or any special group. As the principle of public support implies, all public educational programs and arrangements exist by and for all the citizens of the community.
2. It should be normal for educational activities to be at the center of community life and to touch it at every point. In this respect gains are being made. There is evidence that a widening concept of the function of the school is emerging. It is coming to be recognized that the school, as a community institution, must be community wide in its purposes and services. In retrospect several interesting stages of evolution in thinking about the school are discernible. The era of the subject-centered school was followed by one emphasizing the learner. Now emphasis is being laid on the community aspects.
3. The most pressing problem of democratic living is that of developing group methods to solve problems confronting it. Although it is somewhat easier to state the problem than to suggest techniques, there is evidence to indicate that progress is being made in learning the skills of living together. It appears that the techniques must first be developed with relatively small groups and progressively applied to ever-widening relationships. In its educational aspects this, like all educational problems, leads back to psychological considerations which logically are prior to it. These have to do with all of the accumulated data about the basic human needs for belonging to a group while at the time experiencing opportunities to be an individual.

4. Only through a community-wide program can the education of all citizens achieve its most important objectives. The interests and goals of children and grown-ups are basically alike and make necessary a co-operative utilization of community resources for educational purposes. Without the availability of school opportunities for adults the basic minimum of universal education cannot be fully effective.

BUILDING THE PROGRAM IN RESPONSE TO COMMUNITY NEEDS

These principles suggest some ways in which the administrator may proceed in building the adult program that his community needs. There is no case to be made, of course, for instituting adult education merely for its own sake, or in order to get a share of any funds available for such purposes. Many a community has built a public library just to have one or to keep up with the neighboring town. As an educational incentive this variety of civic pride falls short of providing a solid base for extending educational opportunities for adults.

As the educational leader of the community, the administrator is obliged to plan and organize in accordance with the principle that the public schools exist for all, adults as well as children. It is a natural development for the school system to broaden out in ways to serve wider purposes. Such development, moreover, is wholesome for the basic structure. An adult program properly integrated can be useful in overcoming the traditional isolation of the school and in eliminating educational indifference. In any community a major part of the adult population are parents. By virtue of this, there is at least a latent interest in educational processes that opens the way for widening educational activities.

It Must Be Kept On An Adult Level

While it is necessary to bring the adult education program within the school system it must be kept adult. A structure can have unity and yet consist of specialized parts, each with special functions. One of the obstacles to fuller effectiveness in adult education is the formal school tradition which tends to shape an educational program for adults after the fashion of the conventional school for children and youth.

This need not be. As a matter of fact, programs of adult education often enjoy relative freedom from the prescribed school patterns. They are in a position to break away from certain hampering procedures and practices. The range of content found in certain adult schools is exceptionally wide. In adult classes it is perhaps easier to stress the real activities of group living and the processes of achieving and to avoid the traditional focus upon the end points of the learning process, with its testing, grading, and other devices that can so easily be misused. To succeed at all, adult education has to fit needs and interests. There are no compulsory attendance laws to keep it going.

A hazard to the development of a community-wide educational program

exists in the tendency for one group or agency to monopolize and dominate. To keep various influences in a nice balance is one of the major contributions that an administrator can make. A device that has proved effective as a means to this end is the co-ordinating or advisory council representative of all interested community groups. The democratic efficiency of such an administrative group has been demonstrated.¹

Much talent useful to an adult program will be found outside of the teachers in a community. If, for example, there is a demand for a course in business law, a business man or a local attorney may be the choice to conduct it. Similarly, many of the resources that will be most useful in the way of materials and leadership will not be found in the schools. This is not to say, however, that the existing school program provides no base for the extension of opportunities for adults. As the educational center, the school system is the logical starting point in developing extended education. It is unfortunate, however, that it is a habit of thinking to restrict education to the formal and the conventional patterns.

It Must Be Kept On a Professional Level

While liberalizing and freeing adult education from the usual molds, the superintendent and principal can keep it in all respects on a professional level. The content of the courses should be as thoroughly planned and studied as that of any other program. The sequence of learning that is followed should not be any more hit or miss than that of a course in the elementary or secondary school. Teachers of adults can safeguard professional standards by frequent meetings to confer and plan. These opportunities to study gains and failures will go far toward guaranteeing professional quality.

The superintendent or principal can work to protect the occupational security of teachers of adults. There is no question that throughout the country there is a respectable supply of persons who could be effective in adult programs. But for the most part they are engaged in work that is higher paid and carries greater prestige. More than any other community leader, the superintendent or principal has an obligation to initiate and support measures to make adult teaching of high professional grade.

It Must Have a Responsible Person in Charge

To foster and maintain an effective program for adults a superintendent should make a definite assignment of responsibility for adult education in the community. This means that a particular person with special responsibilities and duties must be designated. In addition to possessing personal and professional qualifications sufficient to the task, he should be free to work at it. For reasons that perhaps would be easy to find, the leader of the adult program too often is expected to handle an assortment of educational matters

¹ M. R. Clark, "Sac City Community Adult Education." *Adult Education Bulletin*, VIII, 3, Feb. 1944, pp. 70-72.

in addition to his regular duties. If his energies are consumed by odd jobs, no matter how useful, the program suffers.

The superintendent can guard against what has been called the "janitor complex" in operating schools, the attitude that school facilities are for use only during the regular school day. If buildings and equipment are to be used by adults as well as children, traditional schedules will be broken. It has been pointed out that in order to realize anything like the potential return from the investment in schools the physical equipment will have to be put to greater use.

It Must Have Adequate Facilities

Where class activities are held is not a major consideration as long as facilities are adequate. (It was said of one university that it would be great even if its classes had to meet in a tent.) Excellent adult programs may exist in communities which have no special housing. In one small city the adult school rented an apartment for its homemaking classes and found room in the local armory for vocational work.²

It Must Seek the Co-operation of Other Agencies

There is strength to be found in co-operating with local, regional, and state associations existing in the interest of adult education. In many areas regional conferences can be arranged for the discussion of mutual problems. Local, state, and regional associations can operate effectively to promote desirable legislation. This will be necessary if the financial support that the problem demands is forthcoming. While a local program may use moderate fees and charges as a means of motivation, adult education cannot meet its challenge without public financial support at the local, state, and national levels. Only as adult education leaders band together to present the case for their program can their objectives be realized.

It is the responsibility of the superintendent to work very closely with the board of education in rounding out the program. He is the one person in position to furnish the leadership essential to make the local educational system serve the community fully. It must be recognized that the prevailing lack of interest in the extension of educational opportunities for adults is due in a measure to the failure of local educational leadership to see the possibilities and to lead the way. It goes without saying that unless the superintendent has the necessary vision and can act with energy and tact his school system will not reach beyond the traditional limits.

The superintendent can help the citizens of his community to realize the possibilities in an adult program. It has been shown that efforts to demonstrate the workability of a local program can be effective in achieving this end. In some states it is possible to get assistance from outside sources that will aid in

² Frank J. Woerdehoff, "Adult Education in a Small Wisconsin City." *Adult Education Bulletin*, VIII, 5, June 1944, pp. 135-136.

planning and getting participation. Such services are provided rather commonly especially to promote community discussion of current issues and problems.

It Must Evolve From Careful Study

Such assistance can be used effectively in conjunction with efforts to determine local interests and resources. Surveys can yield data very helpful in organizing the program. For this purpose a block-by-block canvass has been used to determine what the community wants. One interesting and useful piece of information developed by such surveys is that eighty or ninety per cent of adults apparently do not participate in any organized educational activity apart from job training.

There is, of course, an obligation to go beyond the initial survey of interests and to provide for individual guidance and counseling—a service that has been seriously lacking in schools for adults. There is no reason why adults should not be able to benefit from an assessment of their educational assets and liabilities provided the guidance is of a suitable character. Through measures to offer guidance and counseling services, the superintendent can help individual students in the adult program to see their educational needs and to meet them. It is not enough to schedule a dozen courses and offer them ready-made to the community.

The school should give as well as ask. There is always a certain percentage of citizens in whose mind the school is a form of charity or a pressure agency. Obviously the extension of the program for adults cannot decrease taxation. But it can show the educational program in a different light. The more people are reached by educational opportunities the better they will be able to see the logic of public support.

The superintendent can help to keep the adult program educationally unbiased. This is particularly important at a time when much of the content of adult education has to do with controversial matters. One safeguard against possible criticism at this point is to keep the organization and administration of the adult thoroughly representative and democratic. If the community planning is sufficiently inclusive and representative there is little likelihood of undue prejudice and distortion.

It Must Serve a Variety of Purposes

Experience occasioned by the war has indicated the variety of purposes that adult education can serve. In the emergency, local programs of adult education have organized to teach illiterate registrants by adapting elementary-school techniques to the problems of under-educated adults. They have met in a degree the increased demand for Americanization classes. Many have offered a variety of training facilities incident to rationing and defense. Adult education facilities also have been utilized and expanded under the ESMWT program. In addition, they have responded to a heavy demand for forums

and discussions dealing with war issues, peace plans, and attendant problems. These developments reflect an admirable capacity for adjustment. They suggest, moreover, the great possibilities which the programs possess for the postwar period. Whether predictions as to the number of veterans returning to full-time schooling are realized or not, it is safe to expect part-time and informal educational activity for adults to increase. The success of the ESMWT program indicates the potentialities and the prospect.

SUMMARY

This article is based upon the belief that public educational facilities are an investment to be utilized for the maximum service of all members of the community. In the light of the present needs of our society it is imperative that the public school program be extended upward to provide educational opportunities for all groups of adults. Thoughtful people want this. It may be added that the expense is not a major consideration when the returns are taken into account. The superintendent must give the program a fair share of his professional time, thought, energy, and leadership. The suggestions offered in this article are intended to point the direction rather than to be comprehensive. Concrete thinking and planning can be done only in terms of the needs of the specific community to be served.

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Counseling and Education for the Veteran in Rural Communities

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In short, *the real work of rehabilitation must be done in the local community.* There are two points that can never be stressed too much: That every veteran is in need of some sort of rehabilitation, and that the job must be done in the local community. It is the job of the local community to make the veteran a civilian again, to train him to think, feel, and act like a civilian once more.¹ *Willard Waller.*

IT MAY be well that Waller is overstating the problem when he says "every-veteran" will need rehabilitation to become a civilian again. But without doubt this country can look forward to substantial readjustments, either on a planned or an unplanned basis, when its most vigorous 10 per cent returns to civilian life.

It is the purpose in this article to raise some of the questions which will confront every rural community in its attempt to deal adequately with the educational needs of these returning servicemen. We shall consider primarily the problems of servicemen coming from or returning to rural areas.

WHO IS THE RURAL VETERAN?

A study made by the Information and Education Division, Headquarters, Army Service Forces, gives some idea of the proportion of servicemen who now plan to return to farms—a substantial proportion of those planning to return to rural communities. "Among a group approximating in most respects a cross-section of white enlisted men (except illiterates) in the Army, ten per cent of the men reported that they were seriously considering farming as a full-time occupation after the war."² Furthermore, ". . . the great majority of men seriously considering farming have a fairly substantial background of farm experience."³ Of this group classified as "planning definitely to farm" the percentage distribution of schooling completed was as follows: eighth grade or less, 43; some high school, 24; graduated from high school, 26; college (any amount), 7. These data, it is true, pertain to prospective farmers

¹ Waller, Willard, *The Veteran Comes Back*, New York: the Dryden Press, Inc. p. 270. Quoted with permission.

² See "Soldier" Plans for Farming After They Leave the Army," *Postwar Plans of Soldiers Series*, Report No. B-131, Dec. 20, 1944, p. 1.

³ *Ibid.*, p. 12.

rather than to men now definitely planning full-time education immediately after leaving the Army. But if servicemen planning to farm should want specialized short courses or part-time education, for example, two out of three would not be qualified to take work of college grade. Under these conditions a new and appropriate type of adult educational program would be needed.

But anticipation of this need, and development of the requisite facilities if the demand develops, should not be left to guesswork. We need to know not only what are the serviceman's present occupational and educational intentions but also, on the basis of current and continuing studies, what is actually happening to veterans who are now returning to civilian life. The numbers already discharged—over 1,500,000—while not fully representative of those to be discharged later are adequate to make significant analyses now possible.

WHAT CHARACTERISTICS HAVE THESE SERVICEMEN?

Whether such studies are made or not, we can be fairly sure that the discharged serviceman returning to his local rural community will have certain characteristics.

First, as a veteran he will be a member of the military fraternity. The duration, type, and intensity of military experience to which he has been exposed will naturally vary tremendously from person to person. But always he will have behind him the experience of having functioned in a military machine, and as a result he is likely to have some common characteristic reactions. For example, as Waller points out:

... in school, as elsewhere, the veteran who has had his belly full of discipline, rebels against authority. Teachers, accustomed to their own strange world in which they maintain without too much trouble their ill-defined authority over a room full of fraternity men, football-players, non-entities and big men on the campus, do not quite know how to cope with this surly and unpredictable fellow who comes back from the wars, who sits apathetically through a dozen good lectures and then reacts with violence to some casual remark. To the veteran, the professor is just another civilian who has not been anywhere or seen anything, who does not know war and, therefore, does not know much. But the teacher who can establish a favorable relationship with the veteran finds in him a confused and bewildered boy in need of help.⁴

Second, whether the serviceman had actual combat experience on the islands of the Pacific or in the front line fighting of Europe, or whether he stayed within the continental United States, he is certain to have had his fund of experience and background broadened and deepened. He will probably

⁴ *Op. cit.*, p. 153.

have been more places, done more things, seen more people, and had a greater variety of experiences generally not only than the other members of his family, or than his teachers, but greater than almost all other members of his rural community. He is not likely to be willing to step meekly back into the role which he played as a youngster before he entered the armed services.

Third, since we are dealing with the returning rural veteran, we can be sure that he will in general have another set of common characteristics—those of the rural civilian. He is likely to be interested in farming, but he will not necessarily plan to farm for the rest of his life. The report referred to above contains a very interesting table which shows the relationship of plans to farm to the amount of farming experience reported by the sample of over 15,000 white enlisted men.⁵ More than one fourth stated they had had full-time farming experience for a year or more; this category doubtless contains most of the servicemen who subsequently will become farmers. An additional seventeen per cent had had part-time farming experience for a year or more. Altogether 45.6 per cent of the sample had had some farming experience. We should not expect, however, that all or even most of these men would be planning to go into farming on their return to civilian life, for many through choice or necessity will be taking up various types of non-farm work. It is probably safe to say, however, that anyone interested in predicting who will be coming back to live in a particular community after the war would be making a good beginning if he determined exactly who left it to go to war.

WHAT DO RETURNED SERVICEMEN NEED?

While it is possible to speak in these general terms about the characteristics, desires, or needs of the returning veteran, it must be recognized that whatever is undertaken in his behalf as a person must be done on the basis of *individual* rather than group characteristics, needs, and experiences. Accordingly, he is going to require a sympathetic and informed adviser—one who will not only be able to deal with him as a *person*, but who will be in a position to draw on the resources of the immediate community, possibly of the state, and perhaps even of the nation, in order to care adequately for his various needs.

As a *veteran* he needs help and encouragement in picking up the burden of responsibilities which accompany the great liberties of civilian life. As a rural *breadwinner* he is likely to need some type of vocational training or a refresher course whether he returns to life on the farm, or to non-agricultural work in the village, or chooses to prepare for migration to the city. As a *citizen* he needs a broad reorientation into the civic life from which he has been separated and in which, because of his youth, he may never have played a significant role. As an adult *family member*—in his various roles as son and

⁵ *Op. cit.*, p. 11.

brother or as husband and father—he may need a wide range of types of assistance in learning to understand himself and his relations with the other members of his family. He may require special help in connection with health problems not so serious as to require hospitalization. He may have peculiar psycho-social difficulties which could be minimized with the aid of sound principles of mental hygiene. In any case, his needs as an adult will require far more than an orthodox academic or a strictly vocational type of training. And though the Veterans Administration and the Retraining and Reemployment Administration have certain responsibilities in this connection—which they will doubtless fulfill to the limit of their resources—they will also doubtless welcome qualified voluntary supplementation where their own facilities are not available.

WHAT COUNSELING AND EDUCATIONAL PROGRAM IS NEEDED?

In the light of the foregoing, what sort of counseling and educational program will be needed in the rural community? While such a question cannot be answered satisfactorily in general terms a few concrete suggestions are in order. *First*, an inventory should be made of the needs for counseling services and educational programs in terms of the probable needs of servicemen returning to the community. *Second*, having determined the probable needs, the counseling services and educational facilities now actually available should be inventoried. *Third*, striking a balance between needs and available resources will indicate clearly the needs remaining to be met by the creating of new facilities. Furthermore, this procedure may show how existing facilities can be brought into mutually helpful working relations, thus reducing the chances both of duplication of effort and of competition between agencies.

The available resources of rural communities are bound to vary from place to place. But the rural high-school principal should consider at least the following types of potential aids if he would play a constructive and creative role in postwar education for returning veterans, and civilians too, for that matter.

1. The local representatives of the U. S. Department of Agriculture, with its vast but flexible social and technical machinery, are the county agent and the home demonstration agent. Through them it is possible to open up channels of information, guidance, and varied assistance both to the serviceman and to his wife, children, parents, fiancee, or whatever the case may be—and all may have their special problems in relation to the needs of their returning veteran.

2. These same channels will bring help from the responsible land-grant college and its three main branches: the Agricultural Extension Service, which may be able to assist in organizing series of meetings on special rural problems, and in mobilizing resources and services such as the Extension subject matter specialists from within and outside the community which will

solve these problems; the College of Agriculture and Mechanical Arts, which may, as for example does Iowa State College, provide course work for grade-school graduates as well as for those who have taken some or all of the regular high-school work; and the Agricultural Experiment Station, which can initiate specialized research projects or programs if the need is shown to exist.

3. In many communities, in addition, there will be the teachers of vocational subjects, such as agriculture and home economics. They too are local representatives of a vast educational network, including the respective state departments of education, with the U. S. Office of Education in the Federal Security Agency providing national leadership.

4. Finally, there are the general extension systems of state and private universities which, with their varied offerings, bring the university campus right into the community.

Rare will be the rural community, given informed and aggressive leadership, which will be unable to reach out through one or more of these channels and place at the disposal of its returning veteran the very best the nation has to offer in the solution of his individual problems. The time to make preparations for his return, however, is not after he has returned and begins asking for help—the time is now.

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PAUL E. ELICKER

Executive Secretary,

National Association of Secondary-School Principals

DUPPLICATED on the following pages are portions of two official War Department forms which former students in our secondary schools may use to establish and to receive academic credit in school or college for all educational achievement and experience acceptable to the school or college. Brief descriptions of these two forms follow.

1. USAFI FORM 47 (Revised September, 1944).

Three pages of USAFI FORM 47, *Application for Credit for Educational Achievement During Military Service*, are reproduced on the following pages. This official, six-page form is available to all men and women in the Armed Forces through the educational service officers or information and education officers of their military units. This revised FORM 47 should also be familiar to all school administrators who will evaluate and issue school credits to men and women in the Armed Forces toward graduation from the secondary school. Copies of USAFI FORM 47 and War Department AGO FORM 100, *Separation Qualification Record*, along with letters suggesting the widest possible use of these forms from the United States Armed Forces Institute and the National Association of Secondary-School Principals were sent recently to all secondary schools by the War Department.

AVOIDING "BLANKET CREDIT" FOR MILITARY SERVICE

Educational leaders and administrators, regional accrediting associations, and many state departments of education agree that it is educationally undesirable and dangerous to grant "blanket credit" and issue diplomas to students in secondary schools who have *not met* the usual requirements of the school and state for graduation when they entered the Armed Forces.

Statements of a desirably sound and educationally acceptable policy for secondary schools was published in *The Bulletin* and distributed widely in pamphlet form under the titles: *Secondary-School Credit for Educational Experience in Military Service*¹, and *School and College Credit for Military Experience: Answers to Questions*², and *Earning Secondary-School Credit in the Armed Forces*³.

¹ *The Bulletin*, No. 116, October 1943. *Essential Guidance in Wartime for the Secondary-School Administrator*. pp. 7-14. Out of print.

² *The Bulletin*, No. 116, October 1943. *Essential Guidance in Wartime for the Secondary-School Administrator*. pp. 15-19. Available as separate pamphlet at 10 cents per copy; 25 copies, \$1.50; 50 copies, \$2.50; 100 copies, \$4.50.

³ *The Bulletin*, No. 122, April 1944. *Planning in Secondary Education*, pp. 3-12. Available as separate pamphlet at 10 cents per copy; 25 copies, \$1.50; 50 copies, \$2.50; 100 copies, \$4.50.

UNITED STATES ARMED FORCES INSTITUTE

(An official agency of the War and Navy Departments)

APPLICATION FOR CREDIT FOR EDUCATIONAL ACHIEVEMENT DURING MILITARY SERVICE

SECTION I - TO BE FILLED IN BY APPLICANT (Fill in each item)

(Before filling in this blank, read Instructions A to H, Page 3)

1. NAME (Last, first, middle initial)	2. IDENTIFICATION TAG NO. AS AN ENLISTED MAN _____ AS AN OFFICER _____		
3. BRANCH OF SERVICE	4. MAILING ADDRESS FOR REPLY FROM EDUCATIONAL INSTITUTION		
5. RANK OR RATING	6. HOME ADDRESS (Where mail will always reach you)		
7. DATE OF BIRTH	8. RACE	9. SEX	10. DATE ENTERED SERVICE
			11. DATE OF THIS APPLICATION

CIVILIAN EDUCATION

12. MONTH AND YEAR YOU LAST ATTENDED CIVILIAN SCHOOL	13. CIRCLE HIGHEST GRADE OF SCHOOL COMPLETED 6 7 8 9 10 11 12 13 14 15 16 P.G.	14a. HIGH SCHOOL GRADUATE <input type="checkbox"/> YES <input type="checkbox"/> NO
14b. COLLEGE GRADUATE <input type="checkbox"/> YES <input type="checkbox"/> NO DEGREES _____	15a. WHAT WAS YOUR MAJOR FIELD OF STUDY? 15b. IN WHAT MAJOR FIELD DO YOU PLAN TO STUDY IF YOU RETURN TO SCHOOL OR COLLEGE?	
16. NAME AND MAILING ADDRESS OF CIVILIAN SCHOOL LAST ATTENDED		
17. NAME AND MAILING ADDRESS OF CIVILIAN SCHOOL, EMPLOYER, OR AGENCY TO WHICH THIS REPORT IS TO BE SENT		
18. WHILE YOU HAVE BEEN IN SERVICE, HAVE YOU COMMUNICATED WITH THE CIVILIAN SCHOOL, EMPLOYER, OR AGENCY NAMED IN ITEM 17? <input type="checkbox"/> YES <input type="checkbox"/> NO IF YES, GIVE APPROXIMATE DATES		

EDUCATIONAL COURSES COMPLETED IN THE SERVICE

a. If you have enrolled for and completed any correspondence or self-teaching course with the United States Armed Forces Institute, the Marine Corps Institute, the Coast Guard Institute, or the Air Forces Institute, list in column 19 the catalog number and title of the course, and list in column 20 the name of the Institute with which you were enrolled.		
b. If you have completed a university extension course through the Armed Forces Institute, list the exact University catalog number and title of the course in column 19, write "Armed Forces Institute" in column 20, and write the name of the university in column 21.		
c. If you have completed courses in voluntary group classes or in a post hostilities education program, using Armed Forces Institute materials or other materials, list in column 19 the subjects studied and indicate the exact titles of any Armed Forces Institute texts used. In column 20 write "Voluntary Group" or "Post Hostilities." In column 21 enter the station where such courses were taken and their dates.		
19. CATALOG NO. AND TITLE OF COURSE If no courses were taken, print NONE	20.	21.

ARMED FORCES INSTITUTE EXAMINATIONS

22. HAVE YOU TAKEN ANY ARMED FORCES INSTITUTE EXAMINATIONS? If yes, supply following details if available:	<input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF TEST	DATE TAKEN

Additional copies of this blank may be obtained by writing to
the United States Armed Forces Institute, Madison 3, Wisconsin,
or to the nearest overseas branch of the Institute.

SIGNATURE OF APPLICANT

(Army Reference: W.D. Cir. 377, 18 Sep 44)
(Navy Reference: BuPers Circ. Ltr. 349-44, 17 Nov 44)

USAFI FORM NO. 47 (REVISED SEPTEMBER 1944)

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SECTION II - TO BE FILLED IN BY CERTIFYING OFFICER (Fill in each item)
 (Before filling in this blank, read Instructions I to L, Page 3)

23. BASIC OR RECRUIT TRAINING COMPLETED AT: (If none, print NONE)		DATES OF ATTENDANCE	
		FROM	TO

24. SERVICE SCHOOLS ATTENDED (If none, print NONE)

NAME OF SCHOOL	LOCATION	NAME OF COURSE	DATE ENTERED COURSE	LENGTH OF SEPARATED	COMMENTS (Standing in class, final marks, etc.)

25. SERVICE JOBS OR BILLETS

TITLE OF EACH JOB OR BILLET FILLED WHILE IN SERVICE	IF ARMY, GIVE SPECIFICATION SERIAL NO. OF JOB (from TM 12-405, TM 12-406, TM 12-426, or TM 12-427) IF MARINE CORPS, GIVE SPECIFICATION SERIAL NO. OF JOB (from NAVMC 1008 PDI)	LENGTH OF TIME IN EACH JOB OR BILLET (in weeks)
a.		
b.		
c.		
d.		
e.		
f.		

26. NAVY AND MARINE CORPS TRAINING COURSES COMPLETED

TITLE OF COURSE (If none, print NONE)	END-OF-COURSE MARK
a.	
b.	
c.	
d.	

THIS APPLICATION MUST BE APPROVED AND SIGNED BY AN OFFICER

I approve this application. I certify that as far as possible the information contained herein has been compared with official records, and that to the best of my knowledge this information is correct. [If the applicant is a Naval commissioned or warrant officer whose records are not available locally (See Instruction J), check here []] If it becomes necessary for the applicant to take an Institute examination in order that his in-service training and experience can be better evaluated by school authorities, I agree to receive the examination, administer it or delegate the administration of the examination in accordance with standard instructions, and return all examination materials to the Institute.

SIGNATURE OF CERTIFYING OFFICER, WITH TITLE
 (Please print or type name below signature.)

ADDRESS

THIS REQUEST IS TO BE MAILED BY THE CERTIFYING OFFICER TO THE HIGH SCHOOL,
 COLLEGE, OR PROSPECTIVE EMPLOYER LISTED IN ITEM 17, PAGE 1

EVALUATING AND AWARDING CREDIT

Equally agreed were these educational leaders and organizations that all kinds of educational achievement and experience obtained by a student while in military service should be evaluated and accepted for credit toward graduation. *Earning Secondary-School Credit in the Armed Forces* outlines acceptable bases for evaluating and issuing school credit. A later publication by the American Council on Education, entitled *A Guide to the Evaluation of Educational Experiences in the Armed Services*⁴, describes and gives credit recommendations for service courses offered through the United States Armed Forces Institute, the Army Education Program, the Navy Educational Services Program, the Marine Corps Institute, the Coast Guard Institute, and the training programs of the United States Merchant Marine Corps.

USE OF USAFI FORM 47

Now, and before the general demobilization period begins, is the most opportune time for all secondary schools to extend an opportunity to all their former students who have not been graduated or who want advice about continuing their education while in the service or after discharge from the Armed Forces.

Many schools are in continuous communication with all former students (or all who attend during the last six years) who have not been graduated. These contacts are maintained directly with former students or through their parents. These schools make it possible for former students while in the Armed Forces to meet graduation requirements. Hundreds of students now in service have qualified for graduation during the past two years and were awarded the regular standard diploma of the secondary school.

School administrators should urge more former students who were close to graduation when they entered the service to use USAFI FORM 47. These students may have time now or during the "post hostilities" period to study and qualify for a regular and standard diploma. They must not return to civilian life to *demand* a diploma from their former schools merely because they were in the service of their country. Diplomas granted on basis of military service only are, or will be, discounted educationally as wartime diplomas of questionable value and will ultimately result disadvantageously for the "pseudo" graduate and for the secondary school itself. Schools generally have maintained that all diplomas shall be honestly earned and educationally merited.

2. *The War Department AGO FORM 100.*

This *Separation Qualification Record* is to be used by veterans of World War II for obtaining school credit. (USAFI FORM No. 47 is not available to veterans.) All personnel at the time of discharge are issued this form or a somewhat similar separation form if from the Navy, Marine Corps, or Coast

⁴*A Guide to the Evaluation of Educational Experiences in the Armed Services*. The American Council on Education, 363 Administration Building, Urbana, Illinois. Handbook of 900 pages, looseleaf, 1944 edition \$2.00. 1945 supplement \$3.00.

UNITED STATES ARMED FORCES INSTITUTE
(An official agency of the War and Navy Departments)
REPORT OF ACTION BY EDUCATIONAL INSTITUTION

FILL OUT THIS FORM FOR THE APPLICANT
(Before filling in this blank, read Instructions M to R, Page 3)

NAME AND ADDRESS OF APPLICANT

If the educational institution desires that USAFI examinations be administered to the applicant, this complete form (Pages 1 to 6), or an exact copy, should be filled out and mailed to the United States Armed Forces Institute, Madison 3, Wisconsin.

If the USAFI is not requested to administer any examinations, Page 4 of this form should be filled out and mailed directly to the applicant.

TO: THE UNITED STATES ARMED FORCES INSTITUTE, MADISON 3, WISCONSIN.

IN ORDER TO PROVIDE FURTHER EVIDENCE OF THE APPLICANT'S EDUCATIONAL ACHIEVEMENT, IT IS REQUESTED THAT THE ARMED FORCES INSTITUTE SUPPLY INFORMATION AS TO HIS STANDING ON THE FOLLOWING USAFI EXAMINATIONS, ARRANGING FOR HIM TO TAKE SUCH EXAMINATIONS AS DO NOT ALREADY APPEAR IN HIS RECORD.

NAME AND ADDRESS OF INSTITUTION

DATE

SIGNATURE

LITTLE

TO: THE APPLICANT

FOR THE MILITARY TRAINING AND OTHER EDUCATIONAL EXPERIENCE REPORTED IN YOUR APPLICATION FOR EDUCATIONAL CREDIT.

HAVE BEEN AWARDED AND ENTERED ON YOUR RECORD

IN THIS INSTITUTION THE FOLLOWING CREDITS:

THE ABOVE CREDITS DO DO NOT FULFILL THE REQUIREMENTS FOR YOUR DIPLOMA OR DEGREE.

YOU MUST EARN _____ ADDITIONAL UNITS, CREDITS, OR HOURS TO QUALIFY FOR YOUR DIPLOMA OR DEGREE. TO FULFILL THESE REQUIREMENTS, YOU SHOULD PLAN TO INCLUDE THE FOLLOWING IN YOUR PROGRAM OF FURTHER STUDY: (SEE INSTRUCTION Q).

RECOMMENDATIONS FOR FURTHER STUDY

SUBJECT MATTER	EDUCATIONAL LEVEL	INFORMATION ABOUT RECOMMENDED SUBJECT
		(If no information is given, applicant is free to choose his own method of study.)

ADDITIONAL REQUIREMENTS:

NAME AND ADDRESS OF INSTITUTION

三

SIGNATURE

TITLE

SEPARATION

ARMY
QUALIFICATION

RECORD

LAST NAME - FIRST NAME - MIDDLE INITIAL	ARMY SERIAL NUMBER	GRADE	DATE OF ENTRY INTO ACTIVE SERVICE	SEX	DATE OF BIRTH
PERMANENT ADDRESS FOR MAILING PURPOSES (Street and Number - City - County - State)					

CIVILIAN EDUCATION

HIGHEST GRADE COMPLETED	LAST YEAR ATTENDED	HIGHEST DEGREE RECEIVED	MAJOR COURSE OF STUDY	NAME AND ADDRESS OF LAST SCHOOL ATTENDED	
COURSE NO. HRS.		COURSE NO. HRS.		COURSE NO. HRS.	

SERVICE EDUCATION

SERVICE SCHOOL	COURSE	WEEKS ON HAND	RATING	ARMY SPECIALIZED TRAINING PROGRAM	
				INSTITUTION WHERE ENROLLED	CURRICULUM AND TERM (COURSE OF TRAINING PURSUED)
					NO. OF WEEKS
				YES	NO

CIVILIAN OCCUPATIONS

MAIN OCCUPATION (PTT&AR)	SECONDARY OCCUPATION (PTT&AR)
JOB SUMMARY	
NO. OF YEARS LAST DATE OF EMPLOY- MENT	NAME AND ADDRESS OF EMPLOYER
NO. OF YEARS NEXT	LAST DATE OF EMPLOY- MENT
	NAME AND ADDRESS OF EMPLOYER

MILITARY SPECIALTIES

YEARS MONTHS GRADE	PRINCIPAL DUTY	ARMY CODE NO.	YEARS MONTHS GRADE	PRINCIPAL DUTY	ARMY CODE NO.

SUMMARY OF MILITARY OCCUPATION AND CIVILIAN CONVERSIONS (Shown by title)

SUMMARY OF MILITARY OCCUPATION AND CIVILIAN CONVERSIONS (Shown by title)

* THIS INFORMATION BASED ON SOLDIER'S STATEMENT. (Indicate by * any items not supported by military records)

DATE OF SEPARATION	SIGNATURE OF SOLDIER	SIGNATURE OF SEPARATION CLASSIFICATION OFFICER

Guard. These veterans will also have certificates of the successful completion of service school courses which are described in the publication, *A Guide to the Evaluation of Educational Experiences in the Armed Services*. For the veteran of World War II, these forms and certificates record and describe his educational achievement while in the Armed Forces and are to be used for an application for credit toward a diploma. In case these certificates are lost, duplicates can be obtained by the veteran from either Adjutant General, War Department, Washington 25, D. C.; or the Chief of Naval Personnel, Washington 25, D. C.; or the Commandant, U. S. Marine Corps, Washington 25, D. C.; or The Commandant, U. S. Coast Guard, Washington 25, D. C.

School administrators should plan now to aid the men and women (former students) to complete their educational requirements for graduation from the secondary school. A knowledge of the use of these two War Department forms by all school administrators is highly desirable for rendering educational guidance and service to our former students.

NEW TEACHING MATERIALS IN CONSUMER EDUCATION

The Consumer Education Study of the National Association of Secondary-School Principals has prepared a series of six study units for secondary schools for publication this spring. These units, on important aspects of education for the consumer, fully illustrated in pamphlet form of 64 pages or longer, were prepared for use in high-school classes. They are the result of extensive research and study by a staff under the direction of Dr. Thomas H. Briggs, Director of the Consumer Education Study. These units, and some twenty others now in preparation, will be available to schools at a nominal cost.

Single copies of many of these units will be mailed free to all members of the National Association of Secondary-School Principals. This service, without cost to members, is made possible through a fund provided for the Consumer Education Study.

A list of study units will be published in *The Bulletin* in an early issue.

COMMERCIAL SUPPLEMENTARY TEACHING UNITS

Commercial Supplementary Teaching Units of the Consumer Education Study, giving criteria for the acceptability of free commercial materials by schools, has been in such great demand by schools and manufacturers that there will be a second printing of the monograph. Many manufacturers are now being guided by the proposed criteria in the monograph in the preparation of free commercial materials for schools.

Schools have made many helpful suggestions regarding the kinds of commercial materials teachers want. These suggestions will be reported later in *The Bulletin*.

The Public School's Responsibility for Postwar Education of Adults

BEFORE the war many well established adult evening schools were serving the citizens of their respective communities through classes in vocational, avocational, and recreational fields. The public had taken a genuine interest in the schools' offerings and came to consider adult education as an integral part of the communities' contribution to the culture and education of its citizens. The war has drastically restricted the adult schools, but the outlook for the postwar era is exceedingly bright.

Adult education is, primarily, continuing education for those adults who are not in the regular program of elementary or secondary education. In addition to the traditional educational offerings, it comprises instruction in recreation, physical and mental health, civic competence in both family and community group life, consumer competence, and vocational training.

During the period of readjustment from war to peace, a new responsibility rests on the public schools. The returning veterans and the workers in war industries must be provided with education to meet their vocational needs. This would apply to those veterans who do not receive the training provided under the "GI Bill of Rights" and most of the war workers needing new jobs.

Each community or area should study the agencies available for providing personnel and the necessary facilities. Local superintendents of schools, supervising principals, local boards of education, county superintendents, State Teachers Colleges, and other teacher training institutions should provide the co-ordinating leadership and promotion essential to a comprehensive program of adult education based on the discovered needs.

Among the agencies that should participate in the program are the Red Cross, YMCA, PTA, churches, men's and women's clubs, colleges and private schools, business and industrial groups, recreational and welfare agencies, and other groups. The following specific procedures are suggested for the organization of an adult education program by local school authorities:

1. Enlist the co-operation of all local organizations and groups in selecting a committee to consider the problem through a survey of present facilities and the educational activities of the adults both in the community and elsewhere, and to study the needs and desires of the group in this field.

³This report was prepared by a committee of the Suburban Philadelphia Principals' Association during a conference. Its personnel consisted of L. Arthur Walton (Chairman), Supervising Principal, Pittman Public Schools, N. J.; Howard R. Drake (Secretary), Dept. of Social Studies, Lansdowne High School, Pa.; E. D. Grizzell, Prof. of Education, University of Penna; Dr. Paul Cressman, State Dept. of Education, Harrisburg, Pa.; Dr. John Tyson, Supt. of Schools, Upper Darby, Pa.; Dr. Carl Leech, Delaware County Superintendent, Media, Pa.; Wm. W. Wythes, Principal Woodrow Wilson High School, Camden, N. J.; Percy Eichelberger, Principal High School, Collingswood, N. J.; and Henry Hoffman, High-School Teacher, Swarthmore, Pa.

2. Confer with business and industrial groups as to the educational needs of their employees who are local residents.
3. Consider possible classes to be offered and approve the program.
4. Establish administrative program to put the school in operation.
5. Provide the necessary facilities.
6. Procure the required teaching personnel and also guidance assistance.
7. Provide for the supervision of the school (with or without the assistance of the state department).
8. Continue to study changing needs, even during the school term, and provide for same as soon as possible.

As a further result of the discussions, the committee agreed on the following statements concerning certain special aspects of the adult education problem:

1. The financial support of any effective program of continuing adult education must come primarily from public funds. Until that support is made, available assessments and contributions must be continued. The schools should be on the alert to bring about such support.
2. State committees on adult education should move as early as possible, to provide trained leadership and specific direction through state departments of public instruction. It should be noted that the keystone of the whole adult education program is counseling.
3. For those veterans who wish to make use of the opportunities offered by the "Federal GI Bill of Rights" all the facilities and personnel of the community or area should be co-ordinated and made available through a designed central agency, in order to co-operate with the proper authorities in providing information, counsel, and retraining.
4. For veterans not accommodated by the GI Bill, the community or area should assume this responsibility.
5. For those in industry and others who need retraining, the public schools should offer information, counsel, and retraining in the schools or in co-operation with other available agencies.
6. For all adults there should be offered equal opportunity to secure information and counsel. Also for all adults there should be offered an educational program such as the needs and desires of the area suggest.
7. Every precaution should be made to guard against the operation of private schools without proper state accreditation. Already there appears to be evidence of the possible "mushroom" growth of this type of school stimulated by the educational provisions of the "GI Bill of Rights."

Schools everywhere should look upon adult education as a unique opportunity to render additional service to the community and thereby strengthen the program of public relations. No doubt the broad educational programs of the Armed Forces will have a definite influence on the further development of a continuing adult education program.

Recognizing High-School Students in Service

RALPH VAN HOESEN

President of the Michigan Secondary-School Association and Principal Lincoln High School, Ferndale, Michigan

EVERY high school has men and women who have been graduated or have been in attendance at some time and are now in the Service. Certainly these young people are continually on the minds of the faculty and administration. To these young people we owe a debt which we can never fully repay.

Every high school certainly should do something in recognition of its men and women in the Service. Here is what Lincoln High School of Ferndale, Michigan, (one of the large high schools in the metropolitan area of Detroit), has done or is doing in this recognition.

1. In each issue of the *Lincolnian*, the school newspaper published weekly, there is a issue column of news concerning those in the Service.
2. At the beginning of the second period of the school day, a special school broadcast period, ten minutes in length, has been inserted. This is exclusive of the regular class period. Each day three or four brief news items from the Service are broadcasted by a student.
3. On the bulletin board in the main hall, a section has been reserved for posting "news of our men and women in the Service." This consists of news clippings, pictures, and addresses supplied by students and staff members. A committee of students have the responsibility for this service. This semester a scrap book of this material is being made.
4. A large "Welcome" sign, made by an art student, has been placed at the head of the main school entrance. This sign welcomes each serviceman or servicewoman, asking each one to provide all possible information to help the school assist them in contacting each other.
5. A registration book is available in the main office with provision for writing the name, rank, present location, home and camp addresses, and expiration date of the furlough. Last year over three hundred former students and teachers signed this register. At the close of the war this book will be placed in the school library.
6. The members of the class of June, 1944, signed a pledge to give a pint of blood with the parents' consent when eighteen years of age. This pledge, which was written out and signed by the four class officers and presented at the June Commencement, is now being kept in one of the display cases in the main hall. The class of January, 1945, has made the same pledge with each member signing the document.
7. Several classes, graduated since Pearl Harbor, have contributed money earned by them to local send-off committees, USO, and the Red Cross.
8. The "L" Club, the organization of the varsity athletes, has purchased a large school service flag which hangs in the gymnasium.

9. Three \$100 bonds have been bought and set aside as a fund to purchase a bronze Honor Roll at the close of the war, which is to carry the names of all students and teachers who were in the Service.
10. The *Log*, the high-school annual, has featured men and women in the Service in each issue and has printed intervening lists of Service names.
11. The president of the class of June, 1944, Bob Pond, made and presented to the school at commencement as part of a class gift, a picture Honor Roll for all boys missing, prisoners, or dead. This consists of a graduation or identification picture of each boy mounted on gold. The pictures are placed in two columns on big swinging panels which are framed and are hanging in the main hall.
12. In addition to the picture of each boy there is a short summary of his name, rank, branch of service, date of graduation or leaving school, and when and where he was missing, made prisoner, wounded, or killed.
12. One of the display cases in the main hall contains the blood donation pledges, the history of the Honor Roll, and all the clippings available concerning those on the Honor Roll.
13. The class of January, 1945, has voted to install show-case lights above the framed Honor Roll in the main hall. It has also decided to give a memorial book shelf to the high-school library. Eventually one book selected on the basis of its appropriateness for the individual will be dedicated to each boy who has given his life in the service of his country. A book plate will contain his name. Also this class has purchased a beautiful table and two leather chairs to be placed in the main hall under the framed Honor Roll.
14. The administration has urged the staff members not only to write to the boys in Service, but to chat with them when they come back to visit the high school, and to write letters to the parents of boys killed or missing in action.
15. All projects which have been started by any graduating class are being carried on by some class the next semester.
16. This school, as well as all others, encourages its returning servicemen and servicewomen to seek advice and information incidental to the continuation of their education.

The enumeration of these activities in recognition of those in Service is given, not in a boastful manner, but simply to indicate what many high schools are doing in recognition of the service rendered by their alumni and friends, which it is hoped will not be in vain. To make this service really purposeful in years to come constitutes a large responsibility upon the educational facilities of our country. The writer of this article would welcome any suggestions, or ideas which other schools have made real.

New Horizons for the Teacher

WILLIAM A. YEAGER

Professor of Education, University of Pittsburgh, Pittsburgh, Pennsylvania

THE ELEMENTARY and secondary schools have been built upon two sharply contrasting philosophies. The elementary school was established as the school of the people. Its principal purpose was to fit the rank and file of the people's children to live the simple life which they would ordinarily be expected to live, and assume the elementary duties of citizenship in a democratic society. The elementary schools were the public schools; all children, for the most part, went to them. Compulsory education was meant for these children. Few children received further education after the elementary-school course was completed, nor did many parents believe that further education was necessary.

The secondary school has been a selective institution. It has been attended, until recently, largely by those who had arrived at some social and economic level, and who could profit by its offerings through superior ability or unusual attainments. One acquired his educational goal through some mastery of the preliminaries to the liberal arts, and the sciences, to which more recently has been added, for some, an introduction to making a living. Dominated by the college, it became a cloistered institution from which it has barely yet emerged. Even the upward extension of compulsory education to include all children in their middle teens at least has not changed, to a very marked degree, the typical traditional pattern of an academic education for most secondary youth. While here and there are to be found fine secondary schools endeavoring to educate youth in accordance to their abilities and interests, it may be said that the typical secondary school is still dominated by an educational pattern far removed from the concept of a school for all American youth, whose primary purpose is to fit them fundamentally for desirable community living and understanding.

We are wont to remark that, as is the teacher, so is the school. Unfortunately, most secondary-school teachers, educated in large part in colleges and universities in a similarly cloistered environment, have carried on remarkably well the secondary tradition. Prepared by subject-matter specialists whose interest tends more toward mastery in the subjects they teach than to the youth before them, these secondary-school teachers have alike stressed mastery in the subjects they teach, while scarcely ever attaining that mastery which they seek to attain either on the secondary-school or ultimately on the college level. But we must admit that they alone are not to blame. Our state certification requirements which teachers must meet before being allowed to enter the classroom still glorify the ancient fetish, certifying teachers in accordance with the subjects they teach. Thus secondary-school teachers are still certificated by state departments of education as teachers of social studies, English, and mathematics, and are known in the secondary schools as teachers of those

subjects, without due regard to their fitness as teachers to teach and understand boys and girls.

Within the past few years a strange phenomenon has been taking place. The secondary school is being characterized by a new philosophy, namely that secondary education must have meaning for all American youth, not alone for the fifteen per cent who are college-pointed. There are nearly twenty million secondary youth in America—white and black, rich and poor, boys and girls, living in farm houses, tenements, mansions, dormitories, just plain houses, even in reformatories and prison cells. These are the American youth. These were the youth who are now fighting our battles and who will return someday to help all of us make a better world.

YOUTH EDUCATION

It is not our purpose at this time to present an exhaustive analysis of the new movement which has for its purpose educational planning for all American youth. The reader is referred in part to those interesting and valuable publications of the National Education Association, *Education for all American Youth* and the National Association of Secondary-School Principals, *Planning for American Youth*. One purpose above others stands out in this program, namely, all youth must be served in the best possible manner in accordance with their needs, abilities, and interests. It is the primary job of the secondary school to see that this task is accomplished; but in its accomplishment there must be brought about as never before an integration of every available human and social resource. This means that home community life must be integrated with school living, that the home and the community must be sensitized to its responsibilities and opportunities, and that the home and community must work together with the school to achieve this end.

We are concerned in this article with but one aspect of this new development, namely, the task of the secondary-school teacher. He is the key person in whatever of educational value is to be accomplished. The best laid educational plans will go astray without his help and assistance, his vision, his willingness to "put new wine into new bottles," and above all, his vigor and industry which must be community directed. How can this challenge be met by the secondary-school teacher? Several suggestions are offered to guide and stimulate his thinking and activities.

1. The secondary-school teacher must orient himself in this new social philosophy. American youth live everywhere—under all conditions and under different types of circumstances. The teacher teaches these boys and girls who live in cities and villages, on farms and plantations. Human happiness is the deepest desire within the heart of everyone, and to accomplish this, American youth must look forward to protection, a job, leisure, appreciation of the beautiful, and to know the good and do it. He must know how to live and work together, to solve the problems of

the home, school, the community, the nation, and among nations. All youth are entitled to these opportunities and understandings for it is their world, now and later. Every man is entitled to his share of opportunity; and no man more than his share. The people are the government; and the government is just as strong and as good as the people who compose it. If the secondary school is to fulfill its real obligation to youth, it must seek to reflect this point of view. The teacher must know and understand such a philosophy and in turn reflect it in all of his activities.

2. The teacher must recognize each youth as a person. This means that he will see in each boy and girl an emerging personality, a many sided personality—physically, mentally, emotionally, socially, and spiritually so. Each youth differs from his fellows in many ways, as to interests, capacities, and needs. Yet, deep within each one is the desire to be strong and healthy, to mate, to earn a living, to just live and enjoy while living. Each boy and girl has a place in life to fill. A few will go to colleges and universities, most will not. The schools must help each one to find his place and keep on finding the right place if the first effort seems unavailing.
3. The teacher must adapt his materials and teaching methods to all youth in the light of this new social approach. Here is perhaps the greatest challenge to the secondary-school teacher. He has much to learn. He fears the administrator who has already adopted the course of study or the text book and is reluctant to change. He fears the college who will one time appraise his work. He fears his fellow teachers who in turn secretly fear him. He fears himself because he does not know how to meet the new problems for which his own education failed to fit him. He fears the parents who have been taught to view education traditionally and who have never been educated as to the worthwhileness of the better things that now exists and to which the school should now be committed. Yet within the teacher is the key to progress. He may need to make progress in spite of an unwilling administration who tries but all too often accomplishes little because it too is fearful and in fearing too does not understand. We need aggressive, industrious, understanding, socially minded, youth-minded teachers and principals who will assume the leadership in secondary education and provide a new program for all youth.
4. The secondary-school teacher must now undertake new responsibilities. A new secondary-school program will involve new community activities. The school house will become the center of community life and living. The teacher now becomes a director of learning, that is, of activities that induce learning. New insight and foresight will be needed. He must study youth, their personalities, likes and dislikes, and their ca-

pacities, and adapt his program to them. He will need to go back to school under enlightened instructors who in turn have caught the vision of new things. He must take a more active part in community life, explaining the new program to parents and patrons and learning more and more of community living.

5. The secondary-school teacher must become an integral part of the community, state, and national life. He must be a student of the community, its people, its industries, its organization, its problems. He must interpret the school and its purposes to the people. He must join their organizations. He must take his pupils into the community. In fact, the community is his school room, its parks, and playgrounds, its economic and social life. His pupils will know community government from first-hand knowledge. The school house will be the community house. The community's problems must be the school's problems as well and must be studied. The youth must be brought face to face with the problems of vice, crime, delinquency, the liquor problem, war and its aftermath. The youth must be taught the better way, to better government, better streets, better recreational facilities, better farms, better crops, better living together.

This new community living in which the secondary school is to play such a prominent part will require forms of community organization. People must be brought together to work together to achieve these ends. The secondary school is taking the community more and more into its confidence through the community council, parent-teacher association, bringing the parents within the school, and through interpretation to community organizations and groups. The secondary-school teacher must become an integral part of this movement, through personal affiliation, representation, or a strong teachers' association. Such an association must have the social vision and sense its responsibilities.

A RAPIDLY CHANGING PROGRAM

These are but a few of the challenges which face the secondary-school teacher in the new secondary-school program. There are many others. The secondary-school teacher as well as the elementary-school teacher must truly believe in the school's destiny and have a larger place in it. But right now the important task for the secondary-school teacher is to realize that the school program is changing and changing rapidly. It must change if it is to be worthy of any place in community living. Since many secondary-school teachers are now middle-aged or more, the next few years will see introduced to secondary-school teaching many younger teachers. It is to be hoped that colleges and universities will have instilled in them a new understanding of their obligations to American youth, and that they will carry into teaching a new vigor and vision. Will the administrators themselves have the courage and vision to provide the necessary leadership? That is another problem.

Pre-V-Day Guesses on Postwar Needs

E. J. McNAMARA

Superintendent of Schools, Longview, Washington

SCHOOL people are presumed to have their eyes on the past while their minds explore the future. Universally belittled as visionary brain trusters they yet must plan for a future on which statesmen, politicians, and economists violently disagree. If the school men guess wrong they are doing what the experts always anticipated they would do.

To plan for educational needs for men returning from military service and men and women leaving war production industries, requires a crystal ball and second sight. The type of training to be given depends on many factors—psychological, social, political, and economic—but two of them stand out as all important. To make any plans we must first decide what our employment conditions will be, and then what our national policy on selective service and military training will be. Further school training and any retraining program for people in industry will be very markedly affected by the answer to these two questions.

TWO SCHOOLS OF THOUGHT

We have two schools of thought on our postwar industrial situation, one promising employment for everybody on an ever increasing *tempo* of industrial expansion, the other sadly foreseeing a period of very scanty employment with government energetically and futilely trying to fill the gap. Expert opinion on our military training program following the war is equally divided. Some forecast ten years of a large standing army and a much larger highly trained citizen's army, including a year's military training for every young man. Others insist on a national policy of training for peace with a highly industrialized training program taking the place of the usual army and navy conception of preparation for national defense. Thus there are all sorts of combinations that might result, depending upon the degree to which we have employment following the war, and the amount of military training that may be required of young men, following the peace. Partially to clarify our own ideas let us take two possible situations.

If we have an era of rather good employment and no specific military training requirement that cannot be met on a part-time basis, what will our schools' needs be? Probably returning servicemen will be anxious to get going on paying jobs. Those who had started professional careers before the war emergency will undoubtedly return to colleges to complete that training in the shortest possible length of time. A period of good employment with no military requirement will mean that young men and young women will attend liberal arts colleges in great numbers as they will have both the means and the

inclination to enjoy academic and social advantages. Vocational work for the people displaced from war industries will be of the most streamlined type, helping people to make the quickest adjustment possible so that they may go on earning full incomes. In general then, we may look, under these conditions, for full colleges with streamlined professional courses to meet the needs of returned servicemen and provisions for a longer, slower trip on the part of the current high-school graduates. In secondary schools we may anticipate development of short intensive retraining vocational courses, with a very limited need for the old time apprenticeship program.

What may be expected educationally in a setting of very limited employment possibilities and a national policy calling for a year's military training for every high-school graduate? In the first place, we will probably see a much greater rush to the colleges on the part of ex-servicemen. The attractive Federal educational program with its financial support features will mean that many a returned soldier will find it easier to go to school than to try to obtain one of the few jobs that may be available. Many of these men will take advantage of junior colleges in their own neighborhoods, especially those with dependents. The military training requirement by taking the 18-year olds out of circulation for a year will populate the colleges with older returned servicemen and youthful female graduates of high schools. Accordingly, there will be an even greater need to provide special classes for ex-servicemen where the method of instruction and the amount of material covered will be quite streamlined. With a lack of employment opportunities, the usual return to school for vocational training will undoubtedly occur, making it necessary for high schools to emphasize and expand vocational courses of all kinds and degrees. Adult education should grow more rapidly than any other phase of general training. Junior colleges and secondary-school systems will need to co-operate their efforts very closely to provide without duplication the training the general public will demand.

OUR EDUCATIONAL NEEDS

The following are samples of guesses that may be made in regard to our educational needs dependent upon industrial needs and national policies. Uncertain as we are of what the outcome may be, they are a few specific things that we can now be doing.

1. In each school system some one person should be making a continuous study of the requirements of our returning ex-servicemen. This person should serve on rehabilitation committees, forcing his way into them instead of waiting to be asked.
2. Each school should collect all possible information about its own graduates now in the military service or employed in a war industry.
3. Each school should have someone trained to give practical help and guidance to these graduates who will shortly be returning for further training. The

best qualified person to give help to ex-servicemen is undoubtedly one who is himself in that class. Consequently, state departments of education could give a genuine service by presenting to military authorities the importance of releasing, at an early date, certain well-trained individuals who would act as counselors to ex-servicemen under the jurisdiction of local schools.

4. In many states provision is made for an annual census of school children. Such census during this current year could be expanded to secure the facts on which a school system could build its rehabilitation program. Every effort should be made to use this census to the very best advantage for the school, the nation, and the student.

5. Schools should complete plans for housing and equipment to put on an expanded educational service. To wait until the need arrives will be to wait too long. Now, when national income makes it possible, is the time to finance an adequate building program.

As educators we need to have the available facts on re-training needs and have them early. State departments of education, the United States Office of Education, the United States Veterans' Bureau, and all government agencies involved must be urged and directed to get information to us at the earliest possible moment. As school executives and planners, we must have our financial reserves available, our tentative plans ready, and a flexible organization that can move quickly. As school administrators working in a democratic society, we must have a readiness on the part of the public to go along with us, compounded in part of the understanding we have given them of probable needs, and in part of the confidence we have been able to instill in the public mind, that school people are practical planners.

We regret that *The Bulletin* is late in arrival. Conditions of publication and delivery beyond our control caused this delay.—The Staff of the National Association of Secondary-School Principals.

School Support and the Postwar Curriculum

ROY THORDARSON

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ONE of the factors with which we must reckon in the postwar curriculum is the question of school support. We may well argue that this is not a function of the secondary-school principal, but still it remains a problem which we must consider. Without adequate financial support, any plans we may have for a postwar curriculum must be visionary and remain impossible for fulfillment. Let us consider some of the factors which are vitally affected by the adequacy of school support:

1. There is a problem of teacher's salaries. We are all well aware of the fact that without more adequate salaries, the now sadly depleted ranks of teachers will never again be filled. Other fields which offer more remuneration will wean away the young men and women who would choose education as a profession as well as those now in the field. The success of any school program depends so much on the personnel that we cannot afford to overlook anything which we can do to improve it. Those teachers who remain on the job and those who enter the field must receive sufficient salaries so that they will not be distracted by economic worries. If a teacher is beset by bills or must subsidize his school income by doing other work, he cannot give his best effort to the school.

2. Another feature with which we are all familiar is the very heavy teacher-pupil load. This is especially true now with a scarcity of teachers and an influx of war population. We cannot reasonably expect a teacher who must face 150 to 250 different pupils during the day to give individual attention to each one. Most of us realize that many of our problems would all disappear if we could secure a closer teacher-pupil relationship. This would be much easier if teachers were not overloaded, so that they might have an opportunity to know the pupil as an individual and not just as one of a multitude.

3. Most proposals for postwar curriculum call for an extension of the school's activities to cover sometimes as much as a twelve-month program. Other proposals would include a thirteenth and fourteenth year in the public school. Anything of this nature would require salaries adequate to support teachers for a twelve-month period, and would call for more teachers if we are to extend higher education to all. In this way, it becomes our problem to secure a greater expenditure of funds for education.

4. Another feature of the postwar program which we cannot afford to overlook is the school plant. Can we carry on such a program as most of us visualize in an antiquated school plant in which we are now working, or does it call for a school plant which is as modern as the curriculum which we are proposing? We modernize our home, public buildings, recreational facilities, and our highways, why not our school buildings?

Postwar Planning for Social Recreation

JAMES KADLEC

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POSTWAR planning for social recreation in an agricultural community appears relatively simple, yet when plans are actually considered many difficult problems present themselves. While there are many minor problems that must be met in each individual community program, there are at least four major problems that must be solved in *any* social recreational plan.

PROBLEM I. Who shall benefit and how extensive shall the program be?

PROBLEM II. Who shall administer and sponsor this program?

PROBLEM III. How will this program affect already existing organizations?

PROBLEM IV. What will conditions be in the postwar period?

PROBLEM I.—Who shall benefit and how extensive shall the program be?

Shall the program be for adults or children, rich or poor? The program should afford an opportunity to develop hobbies for boys, girls, men, and women. This is being proved by Junior and Senior Red Cross in schools today. Some people would rather relax by doing craft work or some type of light hand work, while others would rather relax by playing cards, bowling, or some other such recreation. Children and adults alike tire of just mere play. The whole plan should be to provide all members of the community who need it with ample opportunity and incentive to use their leisure time in constructive, wholesome ways.

PROBLEM II.—Who shall administer and sponsor this program?

Arthur B. Moehlman¹ says "A community school may be considered as that organization where the *major educational and communal activities are centered on child and adult levels.*"

The school along with other agencies should sponsor the recreational program. The school should be given the responsibility for administration of the program, first, because the program is essentially a continuation of the educational program of the community in which the largest number of the citizens are fundamentally interested and united. There are no lines of division on grounds of denomination, political party, race, creed, or color in the school and there must be none in the recreational program if it is to succeed. The school personnel should seek the active participation of other community agencies.

This presupposes enlarging of the staff of the school — not adding to the existing overload. The size of the community and the nature of the activities needed will determine the kind and number of additional teachers and supervisors. The nature of the activities provided in an agricultural community need not be much different from any other community. Slightly less emphasis

¹Arthur B. Moehlman, *The Nation's Schools*, March, 1944.

on physical activities, gymnasium games, and the like, and more on such games as billiards, table tennis, checkers, and cards would probably be the main difference. The library should certainly be open for recreational reading and study of hobbies.

PROBLEM III.—*How will this program affect already existing institutions?*

Students of society seem to agree that many adverse social conditions arise as a result of the alleged declining influence of the home and church. Will social recreation centers strengthen the home and church or hasten the decline?

No social recreation center can replace either home or church. No recreation program can replace the intimate and spiritual influence of home and church. These influences, however, will not be impaired by this program if properly planned and executed. Strong homes and worthy church programs will continue to build character. But they will be supplemented by the work of the recreation program, which should be designed to appeal especially to members of the community — both adult and children — whose training and experiences have lacked good home or church influence.

PROBLEM IV.—*What will conditions be like in the postwar period?*

Daniel Paul Higgins,² referring to school building, states "Prewar or postwar school building is not in itself the prime objective of our various school systems. I emphasize because the welter of words in magazines and newspapers seem to foreshadow a new day awaiting the end of the war when marvelous new devices will work miracles for the field of education. It just isn't so."

While World War I was being fought many promises were made as to conditions to follow the war. Jobs were to be provided for each soldier, but public memory was very short. We can be sure of one thing this time. No fairy god mother is going to wave a wand and give to the communities of our nation all of these new miraculous devices of science. If we are to have better things, we must earn them.

Our duty in planning postwar social recreation is to build morale in each community and to follow the pattern set by our forefathers. That is to have the will to plan, to work, and patiently to build step by step, discarding outmoded-parts as new and better methods are learned. We must not be deceived by the glittering generalities of a postwar life of ease. We must work diligently to build a fine social recreational plan that will weld the citizenry of each community into a loyal, strong, contented group of Americans.

No one can foresee now what conditions will be after the war. But we can avoid some of the mistakes we made after World War I if we have the courage to be pioneers. A strong nation is a nation of strong communities, where citizens work out their problems together — not waiting for Uncle Sam to hand them a PWA park, playground, or swimming pool. That which people do for themselves they appreciate.

²Daniel Paul Higgins, *American School Board Journal*, Vol. 108, January, 1944.

Some Postwar Guidance Problems in Secondary Schools

JAMES BOHLE

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GUIDANCE to be effective must be capable of meeting the challenge in time of trouble. The war period of change, dislocation, and adaptation has strained guidance facilities to the utmost. Some, although not always adequate, additions and expansions have been made in the guidance program. We must see to it that these gains are not lost when the high pressure of common effort is released and we turn again to peacetime conditions. The need for good guidance programs may be even greater then, than at the present time. But the urge to expand and develop them may be considerably diminished. It is necessary to dwell at length on the general nature of the guidance techniques. It seems quite well established that the main steps include

1. helping the individual to inventory his qualifications,
2. supplying him with necessary information of conditions and jobs,
3. assisting him to match his qualifications with those of the goals he hopes to attain, and
4. helping him adjust to present and post-educational life.

It is important, however, that we remember that, while the general plan of guidance may remain fairly constant, the conditions under which it is to be administered are constantly changing and continue to present us with new problems. This will undoubtedly be as true of the postwar period as it is now. In the paragraphs below attention is called to some of these problems.

ADJUSTMENT

1. The most immediate postwar guidance and training problem deals with the adjustment of men and women being returned to civilian life from the military services and from war industries. Some of those who return will be well qualified for peacetime occupations if those occupations are available. Many of them, however, will be either partially or completely unqualified for immediate employment. To meet this problem satisfactorily will require not only a tremendous training program but also a greatly enlarged guidance program.

Other reports have mentioned certain plans that are proposed for solving this problem. Community surveys are being conducted to determine the number and types of available jobs and their requirements. Returning servicemen and servicewomen will be placed through a process termed "Selective Service in Reverse." In this process the Selective Service Board will send those qualified for immediate employment to the United States Employment Service. The others will be referred to counseling centers for vocational testing and

counseling. At these centers they will be assigned for further training in vocational schools that have been established to meet this need. Others will be permitted to enter certain college training programs. It is doubtful if much of this process will directly affect any of the secondary schools except certain vocational schools. The writer does think, however, that the secondary-school guidance programs are vitally interested in knowing how it will affect the welfare of students still in school.

The community survey should not only furnish information concerning jobs open to the adult population but should also indicate the job opportunity for youth and supply a mass of information concerning job requirements and working conditions valuable to any school guidance service.

Counseling services and retaining programs while primarily for servicemen and servicewomen, we hope, prove of sufficient value to be retained. In such case they will be available for the use of high-school graduates of the future. Certainly guidance personnel should have full information of these opportunities.

Since these guidance services will affect high-school students materially and since the guidance program of the schools must work in harmony with them, certainly the schools should have a share in planning them.

TESTING AND COUNSELING

2. Another problem with which the secondary schools will be concerned grows out of the emphasis placed on testing and counseling by the Armed Services. Industry is already becoming conscious of their value in placing and adjusting employees. In the future, employers will expect the schools to do a much more scientific job of guidance and to co-operate closely with public and industrial offices. Schools should learn much from the testing and counseling techniques developed by the Armed Services if and when information concerning them becomes available.

Trained guidance personnel should be more plentiful than any time in the past and should be utilized. Pupil inventories and complete personal records will be required. Teachers must be made more aware of the vocational applications of their objects—in fact, much subject matter must be related more closely to actual industrial and social conditions. All of this closely involves the guidance program.

VOCATIONAL EDUCATION

3. Preparations for waging war has greatly multiplied the emphasis placed on vocational education. Demobilization will probably increase this emphasis. If vocational education expands, so must guidance—in fact guidance must anticipate this expansion if we expect to avoid inefficiency and waste.

The guidance service must secure information as to the employment needs of industry and the requirements of available occupations. It must disseminate

that information to students and faculty. It must assist pupils to select the vocations suitable to their aptitudes and interests and inform them as to where and how adequate training may be obtained. It must also assist in determining the content of the courses of the school so that they will more effectively meet the needs of the students.

Prior to 1942, apprenticeship programs were on the increase. Since that time they have been expanded somewhat more. The war period has also caused an expansion in "work experience" to projects whereby students might work part time for school credit and take related training in schools part time. These two programs have had the effect of using the shops, stores, and homes of the community as laboratories thus permitting considerable expansion of the vocational training available to students. These two training plans require close contact of the schools with the industries of the community through the guidance personnel.

The apprenticeship and work-experience programs possess much merit. They should be retained. They may, however, suffer a sharp set-back if the labor market is flooded by rapid demobilization. In places where these programs have a foothold, they have a good chance of survival providing the schools and guidance staff begin now to plan for the postwar period. Employers and labor organizations must be made aware of the problem and must be asked to help. It may be that temporary expedients such as in-school work experience and public works schemes similar to the NYA and CCC may be necessary. It is to be hoped, however, that they will be more intelligently planned and operated than they have been in the past and that they have a maximum of local control. This is the job of the guidance service of every high school.

In all of this emphasis on vocational education and guidance, the functions of placement and follow-up must not be overlooked. To be effective, employment counseling and placement must be carried on together. Up to the present, at least, most employment offices provide only a minimum of service for juniors. This situation is very likely to continue. Schools must, therefore, take a more active part in placement activities, particularly with relation to the initial job. They must, however, work in joint co-operation with employment services and not duplicate their efforts. Schools should realize the importance of the placement service or their students will be severely handicapped in their initial step into the field of employment.

COMPULSORY MILITARY TRAINING

4. Another problem that may effect the plans of students is the question of compulsory military service. If it is to become part of the high-school program, that is one thing. If it is to take place after high-school graduation, that is another. Vocational training possibilities in the military training program have a distinct bearing on the problem. Pre-military training courses will be

necessary and may considerably modify the plans of students. In fact, it is conceivable that the question of compulsory military training and how it is worked out may modify to a considerable extent the best laid plans of the schools for guidance and training. Certainly the guidance personnel must not overlook this possibility.

UNREST AND INSECURITY

5. Certain conditions brought about by the war have caused many students to develop personality difficulties and emotional upsets that have been of concern to schools and communities. Anticipated postwar conditions may bring a certain amount of relief in some respects and may only increase the intensity of the difficulty in others.

The present period is one of dislocations, unrest, and insecurity, but it presents many constructive opportunities for youth to work off excess energy. The immediate postwar period will very likely also be marked by unrest, insecurity, and dislocations but it will not present the same opportunities for youth to make its creative contributions — unless we supply the means and the motives. The efforts of students recently have been motivated by the desire to be of most value to the war effort. After the war, we must vitalize other motives. Students must be caused to see that it is just as important in a democracy to live constructively and unselfishly as to die bravely. Personal responsibility and leadership must be developed. Useful activity must be presented not in the light of what it will buy, but in terms of service and creative effort for its own sake. We must make special provisions for the cultivation of beneficial social attitudes — and we must not neglect to provide the means through which those attitudes may be expressed in school and community service.

Considerable work must be done also to develop attitudes favorable to adjustment in industry. Responsibility to the employer has suffered a sharp decline during the war period. It must be revived. Many jobs are and will be one-operation activities, often monotonous and uninteresting. The student must be taught how to handle this type of work with satisfaction to himself. He must understand his relation to the total job, to his employer, and to the people affected directly and indirectly by the industry.

The development of attitudes is one of the most difficult problems with which guidance deals. It will be even more difficult in the period of postwar readjustment. Counseling of students having special difficulties must be provided. Group discussions for the fostering of attitudes through joint expression must not be neglected.

LEISURE TIME

6. After the war we shall probably be in the position where we have a much larger amount of leisure time than we are accustomed to. This will be par-

ticularly true of youth released from school to industry. Unless intelligent plans are laid to meet this problem the result may be serious. The guidance service of the school should see to it that students develop the proper attitude toward the use of their leisure time and that they have opportunity to develop the skills that will give them most satisfaction in off-work periods. The guidance personnel should also be interested in the opportunities within the community for constructive recreational activities and community service—and should have an active part in promoting a program of well-rounded leisure-time activities for youth and adults.

INFORMATION

7. One of the problems faced by the guidance service during the war has been that of selecting, assimilating, and disseminating authentic information from the mass of material that has been available. Some of this information has been conflicting in content; much of it has been of little local value. Often the information has been invalidated by the time it reached general distribution.

The surplus of job opportunities has prevented this condition from affecting youth too seriously. But after the war, the limitation of job opportunities, the shifts in industrial demands, and the expansion of training opportunities will require schools to be furnished with adequate up to the minute occupational information.

Some of this information, of course, must come from national sources. More of it, however, must come from the state occupational information and guidance service. This service should examine materials from all sources and select for the use of the schools that which is most applicable to the state. It should also be in close touch through the employment offices with the employment trends throughout the state and relay that information to the schools.

The local guidance services also have a job to do in studying local needs. They must be in constant touch with employers to determine what types of training are most needed, what changes in the school curriculum are most desirable, and what weaknesses there are in the product furnished the community by the schools.

GUIDANCE PERSONNEL

8. Seven guidance problems that will probably be intensified in the post-war period have been suggested. If we are to attempt to solve these problems we will be faced with the most difficult one of all—the problem of guidance personnel. Guidance directors to develop and direct the guidance programs, co-ordinators and supervisors to promote close co-operation between schools and industry and help student workers adjust to working conditions, counselors to assist students in solving their personal and vocational problems, and teachers that are guidance minded as well as subject minded—all of these must

be had with adequate professional training and, as far as possible, with industrial or commercial experience as well. The number and types of guidance workers needed will depend on the size of the school and the nature and size of the community.

Where shall we obtain this personnel? The army and some industries will have furnished many teachers with personnel training and experiences — how extensive, is not known, but probably more extensive than that which many who are doing guidance work at present have. Colleges and universities should require guidance courses in the training of teachers. In-service training given by a well-trained director of guidance should, likewise, be a valuable tool for improving the service. School boards could very well require teachers to do a certain amount of work in industry or business during summer vacations and grant credit for it toward salary increment.

An increase in guidance personnel will, of course, be limited also by the financial abilities of the schools. Under present conditions, few schools are in a position to do much more. At present, unless there has been considerable improvement since 1942, only six per cent of the schools have full-time counselors. And yet something more must be done. As long ago as 1939, the American Council of Education recommended that no more Federal impetus on vocational education should be given unless there be also a like impetus on occupational information and guidance. Perhaps special state assistance such as is given in Massachusetts might be the solution. In that state any school or group of schools that employ qualified vocational guidance directors are reimbursed by the state for salaries paid. No doubt there have been various plans worked out in other states that realize that guidance is valuable and are willing to pay for it. It is hoped that the state of Washington can be convinced of the importance of guidance as a necessary part of the changes and expansion that are to come.

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Some Implications for Vocational Training in the Small High School

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ACASUAL examination of the facilities of the average small high school might induce one to say that there is not much that this type of school can contribute toward vocational education in the postwar era. One may even go further and say that its equipment is meager and most inadequate. Its budget will not permit the purchase of new and expensive equipment, nor the employing of trained teachers to institute and carry on a vocational program.

However, if one were to take an inventory of the equipment and facilities of the average small high school and then give some thought to their use for vocational training, one would get a different impression. Many of these high schools have a department of Smith-Hughes agriculture and a better than average farm shop. A careful check of such a farm shop will reveal considerable equipment suitable for vocation instruction. In most shops will be found a forge, a power saw, a drill press, a wood and steel lathe, and equipment for acetylene and electric welding. In addition, there will be found wood working tools, plumber's tools, and implements for sheet metal work. In short, the shop is equipped for making any repair job on the farm.

The agricultural instructor is far more than a mere theorist on animal husbandry, crops, and soils. His training has been along practical lines and he is the skilled operator of different types of shop machines. He is, however, more than just an operator. He is trained and prepared to teach others in the use and operation of these machines. It would indeed be an educational calamity if the skill and specialized training of the agriculture instructor were not made available to an increasing number of students, both in and out of high school.

THE FARM SHOP

At present the facilities of the farm shop and the time of the teacher of Smith-Hughes agriculture are available to farmers through evening classes. Such classes are sponsored by the vocational agriculture departments of our smaller high schools, through the co-operation of the State Board for Vocational Education and no expenses accrue to or are paid by the local district. In short, the school district gets a special program and needs not use of its own resources to keep the classes going.

Such evening classes have provided instruction and practical experience in the maintenance and repair of farm machinery, tractors, trucks, and automobiles. In some instances tractors have been built out of the parts of discarded

automobiles and trucks. These classes are always well attended and have proved helpful to the farmers of the community.

With very little alteration, such classes could be conducted for our returned servicemen. For them, special emphasis would need to be given to work on the steel lathe, the drill press, and with the welding equipment. Under the careful instruction and skillful supervision of the teacher of vocational agriculture, the former servicemen would be trained or retrained for some industrial jobs. Such classes would be but a step beyond the specialized evening classes, which some agricultural instructors conducted for their graduating seniors. In these classes, boys were instructed in sheet metal work, electric welding, and lathe work. Because of the training received in these evening classes, the boys were enabled to obtain semi-skilled jobs in the war industries.

THE COMMERCIAL DEPARTMENT

A possibility for vocational training frequently overlooked in the small high school is the commercial department. That department can often co-ordinate its work to supply the needs of the distributive trades of the vicinity for bookkeepers, stenographers, and typists. To serve best the needs of these trades, the commercial department must first build a uniform curriculum of commercial subjects. The curriculum should provide for two years of typing, two years of shorthand, and a year of bookkeeping.

That program need not be expensive and beyond the means of the budget of a small school. Those courses can be carried on by one teacher giving her full time to commercial work. Since the small school can afford but one commercial teacher, the work of that department must, of necessity, be limited to juniors and seniors. This provides these students with the essential commercial courses and gives them the work when it will be of greatest value to them — just before they leave school for the job.

The small high school should not plan or expand its vocational program until after a survey has first been made of the community and the surrounding area. Such a survey is necessary to show:

1. What new industries will be located in the area.
2. What industries are planning to re-convert their plants to the manufacture of new products.
3. Which war plants can reasonably be expected to remain in the area.

Such a survey, along with the army survey, will show what industries will probably be located in the area and what their needs for trained workers will be. The administrator will then know what vocational training will be required and how the school's equipment, facilities, and teaching corps can be used to the greatest advantage to provide training along those lines.

Rehabilitation of Armed Forces Trainees

W. R. CONOVER

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IN THE successful prosecution of war, men accepted for military service are given special assignments of work to perform. Insofar as possible the former work experiences of these individuals are used as a guide to place them in a position that allows a maximum service to the unit to which the individual is assigned. If the individual does not have any background of experience, specialized training for some service, as shown by aptitude tests, is given. This training is purposeful for war and may or may not be valuable for peacetime work. To catalog these individuals who make up our Armed Forces into a few groupings according to previous professional and industrial experiences for a better understanding of the job ahead, we have

1. men who were already in a profession of their own choosing — one in which the service performed was to their own liking and to their particular aptitudes.
2. men who had served an apprenticeship and were satisfactorily employed in industry.
3. men who during the depression had taken jobs because they could make a living following that "opportune" work.
4. men taken from training (mostly young men from college) whose preparation for this chosen work was interrupted.
5. high-school boys and non-high-school boys without any previous work experience. These are the men who are today in small numbers and tomorrow in ever increasing numbers coming back and will be coming back to be rehabilitated so that they may take their places in a postwar economy.

Just how are we to meet their needs and fit them into the work of the post-war era? These fellows will want to get into the type of work or some profession compatible with their aptitudes and ambitions. If their pre-induction employment or service tasks were similar to peacetime work and they are physically capable of assuming such work, no particularly difficult problem exists. However, this happy solution will likely not obtain for many. High schools, vocational schools, and colleges will be called upon to help prepare the vast majority of the returning men for their postwar work.

WHAT WILL BE THE KIND OF VOCATIONAL TRAINING DEMANDED

Men returning, many of whom have suffered wounds and shock, will have to be trained to do a very specialized type of work. The work of this particular group must become a very valuable contribution to society as well as a real definite aid to the individuals themselves. In the January issue of *Occupations* in an article, "The Handicapped Enlist on the Home Front," the author points out that exceptional work is being done by these individuals. Summing up he says, "Furthermore, the solution of his problem points the way to the solution of a much larger problem ahead — the adjustment of war casualties to postwar civilian and industrial life."

To help in this problem of rehabilitation many industrialists have re-analyzed the human physical requirement necessary to perform particular tasks on particular machines. Wherever it is at all possible for a handicapped person to operate present machines, a handicapped veteran is given that opportunity. New machines are being designed especially to give a handicapped veteran a better chance for a job. In one factory one production line is completely manned with physically handicapped persons. These people were particularly trained to do a particular job. Individually selected for special work according to his aptitudes and physical equipment, each person eagerly accepted the training necessary to fit him to do his task. How well did these people perform? The work turned out by this production line is, in every way, equal to the work done by other production lines where the workers are in no sense handicapped.

What has been accomplished here is proof that the rehabilitation of the veteran who is physically handicapped can and must be done. Communities are accepting their responsibility in getting these returning men into gainful occupations. The procedure for the returning veteran to follow is to get in touch with his local draft board as it is charged with the problem of getting these men back into civilian life. This is called "Selective Service in Reverse." He may contact his area United States Employment Service. Cities have set up services to help returning servicemen get back into civilian life. Guidance and vocational training are the fundamental bases to help these veterans solve the problems ahead. About one million men have come back to civilian life already.

The details guaranteeing the financial assistance to veterans who will come under a rehabilitation program have not been fully agreed upon. However, it is quite well understood that the Federal government will provide the funds necessary to underwrite necessary schooling varying to individual needs from one to four years of training. Existing schools in the area will be utilized to the fullest extent. When schools of any area cannot meet the needs of certain types of training required by an individual, the individual will be sent to a school that offers the particular training sought. In all cases in this program, the Veterans' Administration, in whose lap this problem has been placed, will have to give the go-ahead signal before training can be undertaken. Night schools, vocational schools, and colleges will be called upon to help rehabilitate these men and women. They have always been able to rise to the problems that faced them and in the days ahead, given the support and backing necessary, they will perform the greatest service ever in bringing these veterans to a life which they have a right to receive.

Co-operative Part-Time Training—A Tool for Education

FRED H. WESTBURG

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CO-OPERATIVE school-work training can prove to be a significant aid in post-war education. Its combining of school-training and work-experience bring to it qualities that are certain to interest youth and teachers grown weary with traditional subject matter and teaching methods.

But first of all, what do we mean by co-operative school-work training? Co-operative schooling once meant a situation where student-workers worked in pairs, alternating one in school and one on the job. School and work periods might vary from one day to three months, depending upon the industry.

Of late years, co-operative training has been modified to include situations where only one student holds a particular job. The student-worker spends from two to four hours daily in school and the rest of the day at work. At least two hours or periods of school instruction daily are directly concerned with training for skills of the job. This instruction may include related English, mathematics, and science as they affect the success of the student on the job. One or more hours of student time may be given to satisfying high-school graduation requirements.

Distributive education has provided an almost ideal subject for co-operative training. There are eleven school systems in the state of Washington at the present time that have co-operative retail-selling distributive courses. A half-dozen more schools are of a sufficient size and in a community which warrant co-operative retail-sales training in their school program.

Co-operative training can and should be extended to the commercial or office-training courses offered in high school. Co-operative office-training courses are already being offered with excellent results in states such as Michigan, Kansas, and Utah. These have invigorated and vocationalized business-training programs for high-school youth.

THE PROGRAM IN OGDEN, UTAH

In order to see with what ease and effectiveness the co-operative plan can be applied to advanced office training, let us look at the co-operative plan now used in the schools of Ogden, Utah. Their co-operative business course enrolls about forty boys and girls who have indicated an interest and aptitude for clerical work. These students have completed one year of shorthand and typing or one year of bookkeeping and typing before enrolling in co-operative training. The co-operative student enrolls in two business-training classes. One class is devoted to advanced stenography or bookkeeping, and the other class is devoted to office-machine operation, telephone and receptionist training, personality development, spelling, every-day English, arithmetic for business,

training in applying for a job, and many other business habits and skills. Most of the co-operative students are enrolled in one or more other high-school classes.

All classes occur in the forenoons. In the afternoons students are employed as *bona fide* office workers by Ogden business firms. The teacher in charge of co-operative training is called a business-training co-ordinator. The co-ordinator meets with the employers to investigate the work situation and agree upon a satisfactory training program. The co-ordinator and employer in partnership encourage the student-worker, coach her, and aid her in acquiring the specific skills, information, and job-attitudes required for office work. Their finished product is turned out at the completion of the course, ready to continue work on a full-time basis.

Ogden is not an unusual city from the standpoint of size or extent of its business. Many Washington school systems could offer similar co-operative business training. Schools located in rural areas or small towns might modify the plan to offer practice in office routine within the school. This office practice must be carefully supervised and planned.

EMPLOYER-EMPLOYEE RELATIONSHIP

Successful co-operative programs require satisfactory relations with both employers and regular employees. Employers must be convinced of their long-range values to them. Employees in the field must be shown that students employed at part-time jobs will not deprive them of their jobs or reduce wages. Where employees are unionized the co-ordinator will work with designated union officials or committees. The school must see that labor regulations regarding the employment of youth are adhered to with care.

The conditions just described can be accomplished by tactful and unprejudiced school people. Results can be measured in better trained graduates and also in an improved understanding and support from business employers. Commercial training which in many instances has become bookish and out-of-date needs the vitalizing qualities of the co-operative plan.

Other fields of work also lend themselves to co-operative school training. In Ann Arbor, Michigan, a city of 29,000, the high-school work-school program includes students working as baker's assistants, billing clerks, cashiers, dental assistants, lithographic film processors, meat cutters, nurses aides, and assistant cooks.

Washington school men and women will be missing an invigorating educational process if they fail to explore the possibilities of co-operative training. Assistance in planning such training is offered gladly by the Distributive Education Division of the Washington State Board for Vocation Education.

Recommendations for the Physical Education and Health Program in the Postwar Curriculum

S. LYMAN HILBY

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PHYSICAL EDUCATION

1. Physical education classes should be given daily to all pupils throughout their high-school years.
2. Physical education activities shall include activities designed to strengthen the arm, shoulder, chest, and abdominal muscles as well as leg and hip muscles.
3. The present sports program shall be placed within the school day.
4. The school day shall be lengthened to possibly five o'clock and this extended time largely used for recreation activities.
5. Physical education teachers shall be employed and paid for year-around services.
6. These teachers should plan and conduct a program of out-door recreational activities, including fishing, hunting, golfing, camping, and the like during all vacations and summers.

HEALTH

1. The content of the health course should be re-examined in the light of the modern conception of health factors such as food, drinks, exercise, work, daily living habits, and vitamins.
2. The course should give less attention to physiology and more to a study of the real and immediate health factors.
3. Modern advertisements relative to vitamins, food iron, calcium, aspirin, and all the other pills that claim to be health factors, should be examined and if found to be of value, should be explained to the pupils and their values taught.
4. The care of the teeth, eyes, and the other organs of the body should be studied in relation to modern scientific discoveries, such as the effects of diet and vitamins on these organs.
5. All these should be presented in such a way as to give high-school pupils concrete methods not only of being healthy but also of preventing ill health.
6. All factors in the school building and school program that can in any way relate to health, such as drinking fountains, lighting fixtures, science teaching, home economics teaching, the cafeteria, and other factors, shall be supervised and co-ordinated in an effort to be sure that students do not get a good health ideal in one section of the school only to break it down in some other section of the same school program.
7. Health should be taught five days a week for one or more semesters.

Woodwork for Seventh and Eighth Grades

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THE purpose and aim of a course in wood-work for the seventh and eighth grades can best be introduced by quoting the "Organization of the Program" from the *Ohio School Standard in Industrial arts*.

"Seventh and Eighth Grades. The purpose should be exploratory and designed to capitalize on the natural curiosity of youth. It should introduce the pupil to many of the principal hand tools used in different crafts. It may well include a variety of general shop work. Such things are involved as applied drawing, assembly and repair jobs, model making, hobbies, and the like. Although the work is elementary, it should be introductory to the courses to follow and provide a substantial basis for such work."

"Industrial arts activities in these grades are important because of the strong natural desire in young people to be active. The course should provide: first, activity and information for a well-rounded education; and second, a background. The program should include methods of co-operation and the wise use and care of hand tools. It should include interesting related information. Projects might include toys, household implements, and simple tools to aid in developing a home shop. The pupil should learn to like shop work and to appreciate good work."

THE SITUATION IN WHICH THIS COURSE OF STUDY IS TO BE USED

The adult population of Town D is made up of people who are bookkeepers, secretaries, storekeepers, contractors, and manufacturers. In all probability their children will follow these occupations. There are Jews and Catholics in the town, but the majority of the population is made up of Protestants. Nearly all the people are native born with a few of Italian descent. Most of the people are in the middle class with a very few on either extreme of the economic side. The majority of the people are strict in their beliefs and observe all national and church holidays.

The school system is run on a 6-2-4 plan, which, however is only temporary. Students of all ages and both sexes attend from kindergarten to post-graduate work in the high school. There is one special class for dull, but otherwise normal children. The students as a whole, have average intelligence and abilities. Their age and physique are in keeping with the grades in which they are enrolled.

The elementary school is slowly changing from traditional to progressive. The seventh and eighth grades are departmentalized with opportunities for exploratory work. The high school is even more departmentalized, with special teachers in every field and each student doing very little work outside of his curriculum. In the high school are commercial, general, and classical courses. In the past there was an industrial arts and household arts course but they were not deemed worth while and were discontinued.

Besides the regular teachers, there are a school nurse, physician, guidance worker, attendance officer, and a teaching principal in each school. There are

four elementary schools, one junior high school, and one senior high school. Each class contains about twenty-five students. The students share interests in dramatics, industrial arts, fine arts, cooking, sewing, aeroplanes, typing, marionettes, newspaper work, dancing, camps, scouts, church organizations, model building, baseball, tennis, and basketball.

There are instructors for all general and special subjects. The complete staff numbers sixty. These, however, do not always work together as a group. Generally speaking, they are in favor of wood work. The school has sufficient equipment and the shop is large, well lighted, and heated. Prior to this, the wood work taught was of the type where all of the boys were making the same kind of object. The boys in most part seemed to be very much interested in the work, projects, and the instructor. It seemed, from the objectives of general education and industrial arts, that the boys were learning much from the work.

The periods in the seventh and eighth grades are forty-five minutes in length, and the boys take wood work one period a week for two years. Previous to the time the boys enter this course, they have had one year of wood work for forty-five minutes a week for one year. This course included much service skill.

TYPE OF WORK TO BE TAUGHT

The objective might be said to be contained in the seven cardinal principles of education, namely health and safety; worthy home membership; mastery of tools, technique and spirit of learning; vocational and economic effectiveness; faithful citizenship; wise use of leisure; and ethical character. Or they might be included in the following areas: recreational, therapeutic, expressional, and exploratory. To expand and clarify these the following list of twenty objectives has been compiled. These fall in and cover both classifications.

1. To make life more meaningful through offerings of this department.
2. To aid in the proper guidance of each student more nearly to insure a well-rounded and cultured individual.
3. To aid in building proper mind sets and increase enjoyment of living through the fullest use of raw materials and man-made commodities.
4. To develop "handy-man" abilities through repair and construction work for home and shop.
5. To develop in each pupil an appreciation of good workmanship and good design.
6. To develop in each pupil elementary skill in the use of the more common tools and machines in modifying and handling materials, and an understanding of some of the more common construction problems.
7. To increase the area of experience through new problems to solve.
8. To create situations where constant growth is felt by the student and no feeling of failure prevails.
9. To learn to care for and appreciate good tools and materials.

10. To express individualism through knowledge and the use of materials, processes, and the tool manipulations.
11. To serve as an experimental laboratory in which to develop creative ability and inventive genius.
12. To recognize the artistic and mechanical value of manufactured articles.
13. To acquire knowledge of tools and materials peculiar to the various industries.
14. To acquire industrial knowledge for general information.
15. To acquire knowledge which will enlarge the scope of activities for the profitable use of leisure.
16. To give the boy an avocation or hobby.
17. To develop in each pupil an attitude of pride or interest in his ability to do useful things.
18. To discover latent traits and provide opportunities for development.
19. To develop habits of neatness, accuracy and perseverance in the performance of all tasks.
20. To recognize the material value of tools and materials.
21. To develop the social values of courtesy, politeness, agreeableness, honesty, cooperation, and other qualities.

This course for the boys of grades seven and eight in wood work will consist of planning work, hand woodworking, finishing, and related information. Service skills and information are necessary to do the work outlined and to attain the objective listed. Some of these skills and facts are listed below:

- Read a working drawing.
- Plan the procedure in doing your jobs.
- Check material when received.
- Measure and divide a space with a rule.
- Layout a pattern on stock.
- Test for squareness with the try-square.
- Lay out square cuts with the try-square.
- Adjust a jack plane or a smooth plane.
- Plane a surface true.
- Plane an edge square with an adjoining surface.
- Plane end-grain.
- Proceed properly in squaring up a board.
- Saw to a line with a cross-cut or ripsaw.
- Use a hack saw.
- Saw inside or outside curves with a copingsaw.
- Drill holes in wood.
- Fasten with screws.
- Smooth a surface with sandpaper.
- Drive and draw nails.
- Be able to identify pine, cypress, oak, popular.
- Know the object of finishes.
- Know the uses of different kinds of nails.
- Know the use of different kinds of screws.

MATERIALS USED

To derive all possible benefits from a course in wood working and attain the desired ends certain units of material are used. These are tools and equipment, materials used in construction, exhibits and technical material, project

sheets, magazines, books, models, and charts. Much of this will be self-instructional material. Satisfactory work cannot be done by using only one or two of these. It will result from a combination of all aids.

The following is a suggested list of the tools and equipment for a class of fifteen boys. Other equipment can be added as needed and as funds permit:

15 Work Benches with Vises.	5 Chisels.
15 Junior Jack Planes.	5 Gauges.
15 Rules.	12 Wood Files.
15 Try Squares.	2 Braces.
5 Sloyd Knives.	2 Countersinks.
5 Marking Gauges.	1 Steel Square.
5 Back Saws.	1 Mitre Box.
5 Claw Hammers.	1 Glue Pot.
5 Mallets.	1 Set Auger Bits.
3 Spoke Shaves.	1 Dowling Jig.
3 Center Punches.	1 Large Jack Plane.
3 Nail Sets.	1 T-Bevel.
3 Cross-cut Saws.	1 Screw Driver Bit.
3 Rip Saws.	2 Pair Dividers.
3 Screw Drivers.	1 Yard Stick.

In order to have a variety of material on hand with which to work, the following should be kept in stock: white pine, cypress, oak, screws, nails, paints, glue, hardwood, etc. Much of this type of materials will be purchased as it is needed by the individual. Exhibits and materials such as that put out by: Baehr-Manning Co., General Motors, Ford, Stanley, and Southern Cypress will be made available to students as they are secured or as a need for this material is felt.

A file of sixty or more project sheets consisting of: blue prints, clippings from magazines, photographs, and drawings will be kept on file so that students may consult this file when they are looking for information on projects. This file will contain plans for: boats, tables, stools, bird houses, aeroplanes, chests, magazine racks, etc. Magazines such as *Industrial Arts and Vocational Education*, *The Home Craftsmen*, and others will be subscribed to and kept together.

A library of as many books that are of interest to seventh and eighth-grade students will be started and added to as funds permit. Books such as *Principles of Wood Working* by H. H. Huorth; *Woodwork for Junior High Schools*, 100 Problems in Woodwork by W. A. DeVette; *Furniture Boys Like to Build* by R. Shaver; and *American School Toys* by C. A. Kanau will be included.

Models will have a place in that jobs worked out by the instructor and good projects made by the students will be kept on display for part of a term and then changed. Lectures, demonstrations, and other class work is not outlined as a separate part of this course because, as the students' interest is aroused, the necessary demonstrations and talks are given to the group or part of the group as is deemed advisable.

Why Do High-School Students Fail?

RANDALL R. PENHALE

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A GREAT deal has been written in the educational periodicals relative to the causes and effects of pupil failure in secondary-school studies. To what extent it has been based on factual data is unknown, and it was for this reason that we in Iron River decided to find out for ourselves. The report blank printed on the next page has been in use for a number of years, but it has been chiefly used in the past as the basis for pupil-principal conferences. Never before, until this time, were the results in the Iron River school system compiled on an entire school basis.

They may serve as a self-starter for other schools.

TEN REASONS FOR FAILURE

Indicated in the first set of parentheses after each item is the frequency each instructor reported the condition as the partial basis, at least, for a pupil's failure to do passing work during the entire year, 1940-41. At the time the survey was conducted, the high-school enrollment was approximately 395. It will be noted from this report, that ranked from high to low, the ten most frequently mentioned reasons for failure are:

1. Lack of application	146	7. Frequently absent	69
2. Lazy	97	8. Written assignments prepared about	
3. Wastes time	96	50 per cent of the time	68
4. Lack of interest in subject	94	9. Daily assignments not read	66
5. Lacks background	87	10. Never recites	56
6. Lacks ability	73		

The report covers an entire year's work, 1940-1941. The data was compiled from blanks filled in by teachers at the end of the first and second semesters respectively, one blank per teacher for each student-subject failure. To provide further bases for school comparisons, it should be stated that for the second half of the year (1943-44) when three classes of the original students still remained, a similar study was made, and the results for this one-half year are indicated in the second pair of parentheses. The conclusion which can be drawn here is that, despite the passage of time, boys and girls are failing yearly apparently for the same causes. Will this condition always obtain?

It is trite but true that schools are in existence to educate the youth of the land. Yet for every school which issues an "honor roll" of "B or better" in all subjects or "straight A," there is also a corresponding unpublished list of students who have failed for six weeks, a semester, or a year. The only exceptions are those institutions which have inaugurated a non-failure¹ or complimentary

¹Myers, Fannie, "We Experiment with a Non-Failure Program." *Education*, January, 1942, Pp. 205-9.

grade⁸ program. For the first mentioned coterie, there are glory and praise, but for the second, while there does not seem to be rampant a real degree of condemnation, it is true that little is being done to reduce it—or can it be reduced?

IS FAILURE A NECESSARY EVIL

This writer, as many others, contends that higher, not lower, standards will do much toward getting young people to apply themselves, throw off their tendencies toward downright laziness and wasting their most valuable commodity—time. Teachers like salesmen want to please, even to the point of being "good fellows." Teachers, particularly those who have had experience on the assembly line, know that life itself is not always a pleasant sensation. We need to bear down hard on honest effort lest we give youth the impression their "get-by" tendencies will pass muster on the job which is to earn for them their bread and butter! To the degree which the first three categories continue in a particular school, the failures should be charged to teachers not to pupils.

INTEREST AND BACKGROUND

Items 4 and 5 of the reasons for failure can also be grouped, and here the writer is somewhat more inclined to sympathize with the student, particularly in small schools where there is only a small choice of electives. If a boy is not interested in algebra, however, one reason may be he does not see its practical value, nor has it been shown to him. Expressed in other words, we go from year to year teaching subjects not pupils. If he is then permitted to ride listlessly on into the next higher branch of a given subject, the "lack of background" alibi soon hovers into view. Present-day thinking on this point, while disconcerting to a teacher whose daily program is already bulging at the sides, is that we must individualize instruction to the point where we accept a youth at his present point of progress and endeavor to bring him up to standards as achieved by the balance of the class. Otherwise, failures are inevitable.

LACK OF ABILITY

Item 6, "lack of ability," is perhaps a very real reason why one should fail in a high-school subject. Time was when school administrators were loathe to drop a student from a class before the end of a semester, but where it can be demonstrated that lack of ability is the cause for failure most principals now permit, or should permit, a change as soon as the condition is discovered. To insist that a boy continue to fail merely for the purpose of upholding school regulations is ridiculous.⁹ Business and industry operate more sensibly, so should schools. In the former, employees are put into situations most suited to their abilities, so that production will be at its peak. Schools must do like-

⁸Hobson, Clay S., "The Complimentary Mark. *Elementary School Journal*, November, 1938, Pp. 195-99.

⁹See "High School Methods with Slow Learners" *N. E. A. Research Bulletin*, October, 1943, Pp. 84-5.

wise or our clientele will be unready for their initiation into the vicissitudes of life.

ABSENCES

Absence, item 7, except when absolutely unavoidable as in the case of sickness or death in the family, is again a place for the school to hold the upper hand. There is a need in every community for a closer check on school attendance, more efficient truant officers, or, better still, the visiting teacher who really means business. It is admitted that much absence could be reduced if parents were more co-operative. Looking at the problem from the point of view of what benefits school attendance will accrue to society, it is, nevertheless, the school's responsibility to see that young people remain in school. If our problems are great now, surely little or no hope for the better can be expected when and if the school age is lifted to eighteen and through grade 14—unless our curriculums are modified to include subjects which will capture the interest, and, therefore, increase the attendance of youth. It is true that if a boy is interested, as in the movies or athletics, he will always be present. He is absent from those things in which he has no abiding interest. Can it really be that our schools aren't interesting?

WRITTEN ASSIGNMENTS

Item 8, "written assignments about 50 per cent of the time," calls for a more vigorous check up by teachers. If this is not traceable to a pupil's lack of interest in the subject, there is no excuse for permitting the habit to continue. Most young people do what they are expected to do, no more. Here is a category wherein many teachers take the easiest way out—to fail students. In mathematics, science, and social studies, written work is the only sure index of progress. The training in penmanship alone is valuable, which incidentally is a lost art even in schools. Time was when the Palmer Method was the rage, but apparently it, too, has gone the way of all flesh. In schools operating on a sixty-minute basis, there is no reason for failure, unless a teacher wishes also to admit, however unwittingly, that the supervised study period is *not* what the name implies.

This might also be said of item 9, *i.e.* "daily assignments are not read," particularly in schools operating as above. First let us teach boys and girls *how to read* for specific subject matter and then *insist that they do read rather than dream!* This is extremely important when it is well known that the modern parent gives little or no recognition to a boy's need for a place and time to study.¹ Parents *must* have their radio programs, card parties, theaters, and apparently, the school *must* take second place.

NON-PARTICIPATION

The last reason given for semester failure is that the pupil "never recites." Obviously, this applies only to those subjects which require the traditional oral

¹See "Again—The Problem of Home Work" *Journal of Education*, January, 1937, p. 20.

recitation. Typewriting, laboratory work in chemistry, physics, home economics, general shop, and others are not included. It does apply to the social sciences, English, and, to a certain extent, to mathematics. As a teacher of English for many years, it is difficult for the author to understand how a pupil can remain in class for as long as a semester and not recite. This statement really means "seldom recites."

Recitations are the basis upon which teachers rely to determine to what extent a boy or girl has "mastered" the material assigned. Because a pupil does not recite, however, is no proof he has not studied. The need is great in modern schools for teachers to ascertain *why* a student does not recite. If it is the result of an introvert personality, every effort must be made "to draw the pupil out." This can perhaps be done in panel discussions and personal conferences where embarrassment is minimized. No one should be graduated from a high school still possessed of the mistaken idea that he can go through life without having to prove by the spoken word what he knows or believes.

Doubtless, it will never be true that there will come a time when there will be no failures. Humanity is not built for the accomplishment of perfection. Nor will the problem be removed from the statistical sphere by recommending a new bell-shaped curve with a smaller percentage of failures.⁶ We have in every secondary school a group, varying from school to school, of boys and girls who fail in one, two, or all of their subjects because they have not adjusted themselves to the opportunities available or because the school does not have the necessary "subjects" or facilities to interest its youthful clientele.

POSSIBLE SOLUTIONS

A partial solution to the problem lies in the field of complete curriculum reorganization. The results of such reorganization will provide for a reduction of teacher load to the point where the instructors really can teach pupils instead of subjects. It will provide a wide range of offerings in the commercial, agricultural, musical, artistic, manual arts, and homemaking fields wherein boys and girls can learn to do things with their hands. In Iron River High School during 1941-42 and 1943-44, incidentally, we found no students who absolutely "failed" in these departments—they elected the subjects as a result of sheer interest. We could do a more effective job if the money were available for the expansion of these departments. Then we could prepare pupils for a definite vocation in life! The psychology of failure needs to be supplanted by the joy of success experienced early in adolescence. It can be done, but it will call for the co-operation of the tax-paying public, school administrators, faculties, and

⁶Six forms of curves in use in terms of percentage of distribution of grades.

A	B	C	D	E
3	22	50	22	3
3	23	48	23	3
4	24	44	24	4
5	20	50	20	5
6	24	40	24	6
10	20	40	20	10

our youth. We have spent (willingly) billions for destruction. In the postwar period, what will we spend for construction?

IRON RIVER HIGH SCHOOL TERM FAILURE REPORT

Pupil _____ Grade _____
 Subject _____ Mark _____
 Teacher _____ Date _____

Causes for student failures—points applicable underlined:

Term Test Grade: 1. Didn't hand in test paper (4) (12); 2. Mark in lowest quartile (82) (16); 3. Mark in lowest 10% (97) (29); 4. Hasn't taken test to date (2) (6).

Rapid Unit Tests: 1. Grades in lowest quartile (81) (17); 2. Marks in lowest 10% (34) (23); 3. Show lack of preparation (20) (11); 4. A frequent absentee on quiz days (7) (3); 5. Fails to make up tests missed (12) (9); 6. Frequently fails to hand in test papers (2) (13).

Written Assignments: 1. Never prepared (43) (27); 2. Prepared about 50% of the time (68) (14); 3. Prepared less than 50% of the time (13) (14); 4. Untidy (13) (4); 5. When prepared, handed in late frequently (13) (8); 6. Reveal careless preparation and study (40) (17); 7. Fails to make up work missed (18) (18); 8. Weak in English; spelling and word choice (10) (6); 9. Weak in fundamentals (16) (15).

Recitations: 1. Never recites (56) (27); 2. Participates less than 50% of the time (46) (9); 3. Inferior participation (49) (12); 4. Bluffs (5) (5); 5. Frequently a shrug (25) (7); 6. Class contribution valueless (24) (3); 7. English, an abomination (1) (1); 8. Inability of expression (9) (3).

Attendance: 1. A frequent absentee (69) (34); 2. Unnecessary absences (19) (10); 3. Much tardiness (1) (2); 4. Late enrollment (0) (5); 5. Absent due to sickness, work, hooky (4) (5).

Class Attitude: 1. Lazy (97) (29); 2. Wastes time (96) (20); 3. Lack of interest (94) (18); 4. Not serious (46) (6); 5. Indolent (13) (3); 6. Non-cooperative (23) (2); 7. Passive (52) (15); 8. Inattentive (36) (9); 9. Creates disturbances (14) (4); 10. Blurs out (7) (1).

Ability: 1. Lacking (73) (11); 2. Lacks background (87) (7); 3. Slow worker (33) (9); 4. Can't coordinate (27) (4); 5. Inability of expression (9) (3); 6. Lack of comprehension (25) (5); 7. Finds subject hard (25) (5); 8. Retention span limited (21) (2); 9. Poor coordination (6) (1); 10. Possibility for improvement (60) (9).

General Preparation: 1. Lack of application (146) (39); 2. Daily assignments not read or prepared (66) (26); 3. Careless (33) (14); 4. Wastes time reading magazines and trash (9) (3); 5. Should but doesn't come for help (37) (7); 6. Doesn't know how to study (7) (6).

Personality Traits: 1. Childish (15) (7); 2. Undeveloped (12) (7); 3. Bashful (7) (0); 4. Boy Crazy (8) (6); 5. Girl crazy (5) (0); 6. Extremely shy (0) (1).

Constructive Suggestions: 1. Would do better in smaller group (2) (1); 2. Should give extra time to subject (24) (13); 3. Too many outside activities (6) (5); 4. Sunday celebrations (0) (0); 5. Capable of doing much better (75) (6).

High-School Credit for Qualitative Attainment

LINDLEY J. STILES

Principal, Boulder High School, Boulder, Colorado

SINCE the Carnegie unit of credit was first defined and standardized at the turn of the century, high schools throughout the United States have clung tenaciously to the practice of assigning high-school credit on a quantitative basis. The guiding regulation of both high-school and college authorities with respect to a definition of credit is:

A unit course of study in a secondary school is defined as a course covering an academic year and including not less than the equivalent of 120 sixty-minute hours of class work. Two hours of work requiring little or no preparation outside the class are considered as equivalent to one hour of prepared class work.¹

That this regulation has served a useful purpose and met with the approval of educators in general is attested by the fact that it has remained in force, relatively unchanged, for almost half-a-century. But even in the face of our nationwide acceptance of the practice of assigning high-school credit on the basis of time-spent-in-class, we have all recognized that such a quantitative yard stick does not measure accurately the amount which students learn in a given high-school course, nor does it contribute much to the attainment of such important goals as: 1, the complete mastery of a subject; 2, intensive individual study and research; and 3, a reduction of the time devoted to certain high-school subjects.

The fault, if it is one, of failing to revise the method followed in assigned credit for work done in high school cannot be attributed entirely to the regulation stated above. One has to read but two more paragraphs in the same regulations to discover provision made for one means by which our method of evaluating progress of a student through high school may be improved. The provision states:

Credit assigned upon a basis of qualitative attainment, approved by the State Committee, may be accepted in lieu of this quantitative definition of a unit or of a semester hour.²

This permissive legislation by the regional accrediting association makes it possible for individual school systems to assign high-school credits on the basis of the amount a student learns during a course rather than by how much time he devotes to it. The requirement that approval of the state committee must be secured in advance places the responsibility for the successful administration of such a departure from the conventional plan of assigning credit upon the principal and faculty of the school involved and guarantees, to some extent, that no plan to assign credit on a qualitative basis will in any way lower the existing standards of high-school credit.

¹*The North Central Association Quarterly, Policies, Regulations, and Criteria for the Approval of Secondary Schools, July, 1944, P. 72.*

²*Ibid, P. 72.*

EXPERIMENTATION

Scattered high schools throughout the nation have, for several years, experimented with the techniques involved in assigning credit on a qualitative basis. In Colorado, College High School in Greeley, an experimental high school, approved as such by the North Central Association of Colleges and Secondary Schools, has assigned credit successfully on the basis of qualitative attainment for several years. During the past summer, at least three high schools in the state of Colorado—Grand Junction, College High, and Boulder—assigned credit on the basis of qualitative attainment for courses pursued by pupils in their summer sessions. Their plans for assigning credit were approved in the spring of 1944 by the Colorado State Committee of the North Central Association of Colleges and Secondary Schools and at the conclusion of the summer term each school was asked to submit a report to the State Committee for evaluation. A brief description of the plan as it functioned in Boulder, Colorado, will illustrate one means by which a school can evaluate credit on a qualitative rather than a quantitative basis.

The length of the summer term in Boulder was eight weeks or forty school days. Students attended class for 140 minutes daily for a course which normally carries one unit of credit, making a total of ninety-three and one-third hours, instead of the 120 hours required under the quantitative plan, spent in class during the summer. Except in the cases of a few superior pupils who were permitted to take typing and one other subject, no pupil was permitted to earn more than one and one-half units of credit during the summer term. Furthermore, only those courses were offered which could best be pursued under the obvious limitations which a shortened term presents. In general, such courses were ones in which the student could do a maximum of individual study and preparation.

In order to receive credit in a course, students were required to pass satisfactorily two types of examinations. One of these examinations was the final test given in the course when it was taught during the regular school year and the other was a standardized subject examination.⁵ Students, who showed by their achievement on these two examinations that they had gained a degree of mastery in the subjects studied comparable to that attained by students who received credits for the courses during the regular term and comparable to the standards reached by students elsewhere who had studied the same subjects, were granted comparable credit for their summer work.⁶

A tabulation of the results of the number of students receiving credit for summer school courses shows that credit was granted to students in 115 cases and was denied in nine instances. The percentile rank of students on the standardized *Co-operative Tests* ranged from 0 to 99, the average percentile rank being 56. Thirty-six per cent of the scores ranked above the 75th percentile; 60 per cent ranked above the 50th percentile; and 78 per cent ranked

above the 25th percentile. From these data we can gain some assurance that students who received credit in the summer session had learned as much in terms of subject-matter acquisition as students did who were granted credit on a quantitative basis during the regular school year.

Several criticisms and objections to the practice of granting credit on the basis of qualitative attainment which deserve attention are:

1. There should be in any given class numerous concomitant learnings in the nature of attitudes, appreciations, and understandings which cannot be measured objectively but which are fully as important as the acquisition of subject matter.
2. It is difficult to find standardized examinations which test fairly the work covered in numerous classrooms in different school systems throughout the entire United States.
3. Students need many and varied educational experiences in order to mature normally. Such experiences cannot be included in a course for which credit is granted just as soon as the student has mastered the subject matter.
4. The important relationships of pupils to each other and the experiences shared in living together in classrooms are likely to be neglected when emphasis is placed on qualitative attainment.

OBSTACLES

A definite obstacle to the wide-spread acceptance of the practice of granting high-school credit on the basis of qualitative attainment is the fact that such a procedure to be successful must be administered by teachers and principals who are well-trained in the field of measurement and evaluation. In addition, determining progress on a qualitative basis requires much more time and effort on the part of teachers and administrators than does the standard practice of granting credit on a quantitative basis. A high turn-over in staff personnel will further handicap a system which attempts to measure qualitatively the progress of its students.

In spite of these significant criticisms and obvious difficulties, there are circumstances and situations which favor strongly the adoption of the qualitative plan for granting high-school credit. A summer school session, such as the one herein described, in which the emphasis is on providing an opportunity for superior students to accelerate their high-school work represents, in the opinion of the author, such a situation. Another instance in which school systems might do well to grant credit on a qualitative basis is that of awarding credit during the regular school term to superior students who wish either to shorten their high-school programs or to broaden their training by taking more courses while in high school.

Many unusually bright students would be able through additional individual study, without sacrificing seriously the development of appreciation and attitudes, to complete a full-year high-school course in one semester if en-

^aThe Co-operative Tests, published by the American Council on Education, were used during the summer of 1944.

^bNo suitable standardized tests were available for typing; consequently, credit was granted on the basis of the number of assignments completed and on the ability of the student to write 30 words net per minute in first-year typing and 60 words net per minute for the second year in a fifteen-minute test.

couraged to do so. By evaluating credit qualitatively, using general educational development tests and standardized end-of-course examinations, school systems would be able to grant, in many cases, full credit to boys who find it desirable or who are compelled to enter the Armed Services before the end of their senior year. Finally, this same method of determining credit seems to be the best answer to the problem of evaluating the educational achievement of boys who have received various types of training while serving in the Armed Forces and who will wish to continue their formal education under the provisions of the GI Bill when the war is over.

Provision is already made by the North Central Association of Colleges and Secondary Schools for the assigning of high-school credit on the basis of qualitative attainment. Further experimentation on this area of education is much needed. The regional accrediting association has shown the way and most state committees are sympathetic to developments in this direction. It now remains for school administrators and high-school teachers throughout the region to accept the responsibility for serious study of this important problem.

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A Practical Publicity Program for Secondary Schools

MAX BERGER

*Chairman, Social Studies Department, Manhattan High School of Aviation Trades,
New York City*

TO SOME educators the word "publicity" has unpleasant and unethical connotations. Yet it should be realized that the schools are public tax-supported institutions, and for generations have been regarded as the very backbone of the American way of life. The public has a tremendous stake in its school system. It has an inalienable right to know what is happening in the schools. Hence, a publicity program, properly conducted, has a very definite place in public education.

A publicity program not only educates the public concerning what is happening within the schools, but also ties school and community more closely together. For confidence can only be based upon understanding. A good reputation can do a school no harm. Rather, it will raise its prestige in the community, increase the *esprit de corps* of the student body, facilitate the placement of graduates, and aid in the retention of students at a time when the latter are tempted to go into industry.

WHAT ARE THE LIMITATIONS?

A school publicity program is beset with many limitations unknown to its commercial counterpart. Unless these limitations are recognized at the outset, the school program will be doomed to failure, and the administrator instituting it will be sorely disappointed.

In the first place, it cannot resort to the sensationalism, half-truths, exaggerations, and stunts that are the stock-in-trade of the professional publicity agent. School publicity must at all times be ethical, truthful, and restrained.

Secondly, the school has no professional publicity staff, but must rely upon its regular teaching personnel. The latter is usually untrained and unfamiliar with publicity work, and, moreover, is beset by problems of time allotment, equipment, and facilities.

Thirdly, matters of interest to schoolmen are not necessarily of interest to the general public. Educators are prone to forget this. Thus, a Parents' Night, or even a Commencement, in itself, will have little or no news value to a great metropolitan newspaper, particularly if the guest speakers are only school officials. At most, an item of this kind will secure a half-dozen lines. Pedagogues expecting their publicity director to secure banner headlines for events of this type, will be grievously disappointed. The press has no interest in routine school functions. The latter must have up-to-the-minute news value to get into print. A principal may feel that his address to the student body is the most momentous event of the year. But a press association will relegate it to the nearest wastebasket, if he has the temerity to submit it. The

school publicity director is no miracle maker, and this should be realized at the very outset.

It should also be recognized that publicity within the school system is like carrying coals to Newcastle.

WHO SHALL CONDUCT THE SCHOOL PUBLICITY PROGRAM?

The teacher selected for the post should have an eye for news, but above all should be a facile writer. He must be able to write tersely, interestingly, and quickly. He must be able to turn out "releases" on a wide variety of subjects within narrow time limits, releases acceptable for publication with a minimum of alterations. Both editors and reporters welcome material that can be put directly on the presses. But unless the story is of great news value (and few school stories are), newspapermen seldom care to bother wading through a poor release and then writing up a fresh story. The publicity director must have sufficient imagination to spot items of general news interest when they appear. He must have the drive to be able to get stories out quickly despite the lethargy of school officials and the lack of adequate time, assistance, and facilities.

WHAT ASSISTANCE SHOULD HE HAVE?

His job is not an easy one. Administrative co-operation is essential if he is to function successfully. Writing releases, arranging interviews, phoning editors, all take time. Hence, his teaching program should be cut drastically, and he should be excused from other "duties." He should have space for his work, preferably an office, his own files, his own scrap books and clippings. He should have priority on the use of the clerical staff, free access to mimeograph equipment, and use of the school phone. These are not privileges; they are necessities. There is no reason for his being tied up with routine details. These should be done by the clerks, and by student aids where the latter are available. Only in this fashion can he devote himself to his real job.

WHAT PART DOES THE PRINCIPAL PLAY?

His duties and powers must be clearly defined and delimited by the principal. It is proper for the latter to have the final voice on what shall or shall not be publicized, and the manner for doing same. Yet, if the principal insists on exercising a personal veto on every move of his publicity director, the latter will inevitably lose all initiative, and sink to a mere automaton. Moreover, speed is the essence of most news stories. If the principal's approval is necessary for each release, it will often prove impossible to meet press deadlines. At best, such approval acts as deadweight; at worst, it may wreck the program completely. Considering the professional position of the teacher assigned to publicity work, it appears reasonable to vest a certain responsibility in him. The principal would be wise to establish basic principles for school publicity and to delimit the scope of activities of its director. Beyond that he should permit his publicity director full freedom of action within the prescribed limits.

Certainly, the publicity director should be able to initiate ideas of his own, and to arrange for interviews, photos, and all other factors.

HOW COMPREHENSIVE CAN THE PROGRAM BE?

Many school publicity program start off with grandiose ideas, including contacts with radio stations, local newspapers, national press associations, labor, trade, and professional publications. Such grandiose schemes are either scaled down drastically before very long or else the entire project will become hopelessly top-heavy and unproductive. It must be realized at the outset that despite all efforts, the outlets for school news are very restricted. Furthermore, as in all publicity programs, the outlay must be balanced against the results attained.

Neither the networks nor the radio news services are interested in school news. Small local stations may evince some interest, but except in small towns, too few people listen to the minor stations to make publicity efforts in this direction worth while. Trade, union, and professional publications are too pressed for space, particularly in these days of paper shortage, to carry school items. Furthermore, their audience is extremely limited. The great press associations cannot be bothered transmitting school news, most of which has local interest only. Occupied in the gathering of news of world-wide import, they can only regard school items as *trivia*.

In the last analysis, the daily newspapers are the best *media* for reaching the general public. From the viewpoint of the school publicity director, they constitute about the sole worth-while *media*. True, in rare instances, a school may get into a newsreel or be featured in a nation-wide magazine such as *LIFE*. But it takes an event of unusual interest or exceptional timeliness to do so. Of course, the publicity director should be alert to this possibility, but he would be foolish to waste his energies in this direction.

WHAT IS NEWS?

If the daily press is his best *media*, how can the school publicist utilize this to best advantage? The most obvious method has already been mentioned, namely writing good "releases." If properly presented, the press is interested in many school occasions. A celebrity visiting the school or addressing a Commencement always furnishes a good focus for a story. Civic leaders, military figures, or similar prominent personalities can be utilized in the same manner. Unusual school occasions, a special exhibition, new equipment, academic or sports honors, achievements in the war effort or in defense training, alumni who have been decorated in the Armed Forces, placement figures, returned veterans, and many other items, all have general news interest. Furthermore, the public is vitally interested in the backgrounds, experiences, and achievements of the faculty. In general, it can be said that almost any school story will be printed provided it has human interest. Of course, the publicity director

should be apprised of school developments in sufficient time to be able to utilize each situation to best advantage.

Releases in themselves, however, are far from being the sole contact with the daily press. They should be supplemented by phone calls to the city editors whenever a worth-while story breaks or when it is advisable to invite reporters to a school function. In the latter event, a "handout" summarizing the salient features of the function should be prepared in advance and handed to the reporters when they arrive. This not only expedites the work of the reporters, but also insures the accuracy of the resultant story. Personal contact between school publicity director and school or city editors is, of course, highly desirable. However, it is a factor that has often been overrated. A good story sells itself, and needs no protagonist.

In large cities, neighborhood papers are interested in achievements of "local" boys, and will eagerly publish school news catering around the latter. Such papers help maintain close contact between the school and the neighborhood, and should not be neglected.

School publicity is not merely a matter of hurling a constant barrage of stories at hardened editors. Occasionally the press itself will approach the school and seek information on some policy or item. In such cases it is incumbent upon the school and the publicity director to co-operate to the utmost. Too many times school administrators have rebuffed the press on the ground that they are "too busy" to be bothered. When this happens, is it surprising that garbled data appear in newspapers? Or that editors are cool toward the school system? Mutual trust and co-operation is necessary.

A school publicity program can be effective. It can pay dividends. In the final analysis, its success will depend upon two factors: first, the ability of the publicity director, and second, the degree of co-operation he receives from the administration.

COMING!

The next number of THE BULLETIN, April 1945, will be a special number on various aspects of THE MODERN JUNIOR HIGH SCHOOL. Articles by educational leaders will appear in this issue.

Planning a Co-operative Program in the Distributive Occupations

JOHN B. POPE

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THE SECONDARY-SCHOOL principal is in the process of adjusting the curriculum to the demands of modern society. He is becoming acutely conscious of the relationship between the terminal vocational offerings of his school and the beginning employment opportunities of its graduates. He seeks to correct such conditions as were indicated in a recent state survey in which, with ten as a base, three to ten pupils had been trained in given occupations for every graduate who found employment in those occupations, in contrast to one person trained in the distributive occupations for five graduates who found their livelihood in those occupations.

The principal is examining distribution in its entirety, measuring it not only for its potentialities as a field of employment for his graduates, but for the opportunity it provides those graduates to contribute to the welfare and happiness of humanity. He knows that distribution is a key to prosperity in any economy; that it is a strategic function with which to attack our one vital postwar problem—full employment. He realizes that it is the outlet through which must flow the vast production of farm and industry and, as such, it can be a bottleneck or it can release the full energies of a people. He is conscious, too, of the steady increase in the number of workers engaged in the distributive and service occupations in comparison with the number engaged in agriculture and in industry. He has come to a new conception of consumer economics which places outcomes in human well-being above considerations of the relative costs of distribution and production. He is impressed when he finds this statement from Roger Babson: "It will be easy enough after the war to manufacture goods, but in order to keep the factories going the goods must be sold. The entire postwar employment situation depends upon the efficiency of postwar retailing."

The principal asks himself, "But is training in distribution educationally important? Can I justify its place in my school?" At this place in his thinking, he is confronted with the age-old question, "What is education? Is it something apart from the everyday activities of man, or is it part and parcel of his daily life?" More narrowly stated, "Is it educationally sound to give youths, who show an aptitude for and an interest in retailing, the necessary instruction in oral English, in selling, in display, in store arithmetic, in merchandise information, and in other business subjects to enable them to engage effectively in the daily contacts of business life?" We, in distributive education, sincerely believe it to be; we have staked our professional future on the vital importance of this one phase of vocational education to the society in which

we live. At the same time, we affirm the full value of other sound general and vocational training.

The broad determinants of success in distributive education, as in any school subject, are (1) the general conditions under which it must develop, (2) the acceptance it is accorded and the care with which it is organized in the school and community, (3) the instructional program, and (4) the provisions for securing its future.

The environment surrounding a program is the soil to support its growth. Under what conditions can a co-operative program achieve full development? Hope of progress must be based on four assumptions: (1) that the principal believe in a curriculum properly balanced between general and vocational education and be earnest in advocating a sound program in the distributive occupations; (2) that there is and will continue to be a need for the program in the community; (3) that enrollment in the classes is the result of sound guidance in the school; and (4) that parents, business leaders, and school administrators evince genuine interest in supporting the program. As time passes, the more affirmative these assumptions become, the greater success the program will enjoy.

When should a school begin planning a co-operative class in the distributive occupations? About six months before the fall term opens, the principal should ask himself whether the school, the community, and the school administration are ready for the program. A talk with the state supervisor of distributive education may prove helpful; he has had specialized training and wide experience in the organization of similar programs and can point out to the principal pitfalls that await new programs. The writer holds no special brief for the operation of co-operative programs under the national vocational education acts. A local school may have a sound distributive occupational program which is locally financed, locally supervised, and does not conform to the standards required under the acts. In some cases, the restrictions of a state plan for distributive education may limit the activities of the teacher or create an insurmountable problem in the schedule of the school. Happily, however, such situations are rare; and, in the main, the provisions of the state plan throw safeguards around the program upon which the principal will want to depend when local pressures are brought to bear that threaten to weaken the program or to exploit the pupil.

ORGANIZING A DISTRIBUTIVE TRAINING PROGRAM

What procedures should be followed in organizing a co-operative distributive training program in the high school, and in what order should they receive attention? While no hard and fast rule applies, the steps suggested below will serve as a guide:

1. *Lay a tentative plan.*—A brief and tentative plan should be written to embody all essential information concerning the program. It should answer questions that will be asked by businessmen, parents, pupils, and the school

board. The plan becomes a guide in conducting interviews and conferences to follow; but, being tentative, it can be altered, within limits, to meet any special conditions found to exist in the community. By the time classes begin in the fall, it will have assumed a more permanent and complete form and should be the most suitable plan for that particular community.

2. *Conduct informal conferences.*—Informal conferences with individuals and with groups should be held. In these meetings the superintendent of schools, key businessmen, parent-teacher groups, and labor, when labor is involved, will have opportunity to review the plan and to question the principal. Again, the state supervisor of distributive education can render valuable aid. He has attended many similar conferences and can offer helpful suggestions. School administrators will be interested in costs, public relations, and the effect of the program on the school system; businessmen will ask about pupil selection, work-experience schedules, training, wage rates, job requirements, responsibilities of the store, and terms of employment; parents will want to know of moral conditions, health, and working arrangements; and labor, when involved, will question terms of employment and the effect on other employees.

3. *Make a preliminary survey.*—If the plan is favorably received, the principal will follow the leads obtained from merchants during the informal conferences. He will make a preliminary survey of employment opportunities in the community which conform to the requirements of the plan relating to "training stations" in which students are to be placed for their work experience. Promises of placement, not to exceed twenty-five students, will be needed the first year. A smaller enrollment may be more satisfactory, since it is during the first year of the program that the teacher-co-ordinator needs relief from detail to gain time to devote to establishing the quality of the program and to attack the problems that inevitably arise in new programs.

The size of the city does not obviate the necessity for the preliminary survey; this study is a reasonably safe measure of the support the program will receive. Some programs have flourished in towns of 5,000 population; some have had doubtful success in cities of 50,000. Top management of business must open the doors of the store to the student and be willing to accept the responsibilities involved. Enthusiastic co-operation from merchants will bring success—tacit acceptance may mean failure. Oddly enough, the healthy growth of the reimbursed vocational program can be attributed in part to the lack of funds with which to expand it. This need for economy has brought about a reticence among supervisors in organizing new programs except in centers in which an active demand existed. The first survey is tentative and incomplete; the more exhaustive continuous survey, to be discussed in a future article in this series, can wait until the program is in operation.

Having studied the community, an assembly program is often used to survey the student body. Some schools invite only sophomores and juniors to

the meeting. Talks by merchants and faculty members will point out the advantages and the *disadvantages* of the distributive occupations as a career. A sounder program will develop where each student has had reliable information on which to base his choice. Enrollment should never be the result of pressure from any source. Whatever the method of introducing the program to the student body, it should be followed by careful counselling of all interested individuals. The impression to be kept foremost in the student's mind should be that he is entering a training program—not being given an opportunity to "earn money" or "be away from school during the afternoon." The number of earnest workers who have been located and who represent the findings of the survey is sometimes considerably less than the number to apply. For example, from 250 initial requests in one southern school, sixty pupils were tentatively selected for placement and forty-five were finally placed.

4. *Employ a teacher-co-ordinator.*—Sufficient evidence of support in school and community warrants the employment of a teacher-co-ordinator. It is primarily through the personality and the varied abilities of this individual that the root structure of the program will develop and permeate the life of the community. Locating and selecting the "co-ordinator," the title commonly used, is no mean task in normal times; today it is difficult, but strong school systems continue to attract good teachers. The state supervisor again may be helpful; he is continuously searching for qualified teachers.

Qualifications for the position are many and varied. The supreme test is the ability to deal with people—young people, mature people, parents, teachers, merchants, and workers. The co-ordinator will, of course, be required to meet state and local standards in general and professional education and, in addition, the vocational and technical distributive education requirements necessary to equip him for teaching. However, theoretical training alone will not equip him for the task. Practical, full-time wage earning experience in a responsible position in distribution must have given the co-ordinator an intimate knowledge of the field. He must have had the "feel" of employment in this family of occupations. In distributive education it is the co-ordinator, not the store, who teaches the occupation. For that duty he is paid, for that responsibility he must be qualified by training and experience, and to that his full time and energies should be devoted. The success of the program cannot be entrusted to the doubtful teaching skill of a store sponsor; it cannot depend on the ability of the high-school pupil to select and study pertinent subject matter from outlines, reference lists, and trade publications; *it must rely on the job being taught to the student by a teacher who knows the occupation.* The co-ordinator in distributive education occupies a position of responsibility in the school and community; every reasonable care must be given to the choice of a highly qualified person for that position. The principal will find competition with retail or wholesale organizations for the co-ordinator's services, but a person the merchant does not want, the school can ill afford to use.

5. *Introduce the teacher-co-ordinator into the faculty.*—The teacher-co-ordinator who reports for duty by April 1 will find two busy months ahead. He is introduced to the faculty and student body and begins working with the principal in further planning and in promoting the program for the following school year. Planning in which the entire faculty participates will challenge each teacher to lend support to the class as a contribution to the total welfare of the school. The co-ordinator inducted in this manner finds more wholehearted acceptance as a co-worker and avoids being considered a rival for student enrollment or a threat to the academic curriculum. Every effort made to further the assimilation of the program into the school will mitigate its becoming a thing apart—"a merchants' program," "a state program," or "a Federal program,"—particularly when funds from one or more governmental sources are involved. It is a *local* high-school program, and any attempt to dissociate it from that institution should be vigorously discouraged. The manner of induction of the co-ordinator, then, is vitally important.

Important, too, is the active support of the principal; the co-ordinator who does not receive this support will be inclined to seek someone outside the school to aid and abet his program. The principal may wish to take advantage of technical supervision and teacher training offered through state or local agencies for distributive education, but such use should be with the definite provisos that the functions are delegated by the principal and that all important understandings are to be committed to paper and cleared through him. No other course is a wise one, either for the principal or for the welfare of the program. The co-operative class is a part of the school he administers, the teacher is one of the faculty, and he bears to them the same relationship he bears to the other programs and teachers in the school.

6. *Establish the position of the teacher-co-ordinator.*—Careful direction should be given this new program. It is, therefore, suggested that the co-ordinator report directly to the principal during its early years. It needs his guidance. He is the person in the school who should be closest to community life. Except in school systems employing a qualified supervisor of distributive education or a local director of vocational education qualified in distributive education, this arrangement is the common practice and has yielded excellent results. The program is at a decided disadvantage reporting through a department head. The reason probably lies in the general lack of contact with the business community on the part of the department head and consequent friction over issues involving an understanding of the business point of view. A department head who would supervise a distributive program effectively must have as much daily contact with retail businesses as the co-ordinator, a stipulation practically unattainable except in the case of a department head who also serves as co-ordinator of a program and who visits the same businesses. A plan of organization which permits a department head to supervise the program by virtue of his position rather than because of his qualified leader-

ship in the field will probably be of negligible value, if not actually harmful. A definite line of authority in administration and supervision lends the co-ordinator a sense of security and responsibility so beneficial to any program, one that is almost imperative in distributive education. The problems of the co-ordinator are onerous and often involve the delicate handling of personal grievances; every administrative arrangement that can be made to build and maintain his self confidence will lend power to his activities.

Equally important is the co-ordinator's position in the business community. Through introductions to service clubs, to organizations of business women, to business associations, and to employer groups, the principal informs businessmen of the co-ordinator's duties and responsibilities among them. Many programs have been promoted by co-ordinators who, almost unaided, approached business, established themselves in the school, and built sound programs. Regardless of the praise they deserve, their accomplishments would have been greater had the school administration laid the groundwork. The merchant wants to feel that the co-operation he gives a training program is receiving the full sanction of the school; and, to him, the administration *is* the school. Introductions by the principal bespeak the confidence of the school in the co-ordinator and give him the strength he often so sorely needs when difficulties arise.

7. *Appoint the advisory committee.*—The primary objective of distributive education is to fit the individual high-school student for useful employment. The standards of performance in business are best known to businessmen, and they are willing to pay for the services of pupils who meet those standards. Who, then, is better qualified to advise school authorities and the co-ordinator, particularly, on the training required, the knowledges and the skills to be acquired, and the attitudes to be developed? The less formal "steering committee" is often used pending the appointment of an advisory committee for distributive education. The co-ordinator needs time to become well acquainted with merchants, with the situation in the business community, with relationships between merchants, and with the conflicting interests of various business groups before recommending the membership of a formal advisory committee. He cannot risk alienating any important group by reason of an error in naming the committee.

The steering committee usually serves for one year. It is an all-inclusive group of representative business leaders, serving without formal appointment by the administration, to whom the co-ordinator goes for suggestions. It offers advice on wage rates, training stations, types of training, and aids generally in the promotion of the program. If a merchant has a poor business reputation, has health or physical hazards in the operation of his business, has an outmoded establishment in any respect, the advisory committee will warn the co-ordinator. If employment is offered in a position of decreasing importance or one lacking in promotional possibilities, the steering committee will advise

against placing a student in the job. When problems of human relationships vex the co-ordinator, it will act as a buffer between the school and the individuals, businesses, or organizations involved. Primarily because it insists on a practical training program, students find their services in demand. In general, the committee pilots the program through the perilous waters of business life.

Because of the desirable precedents a favorable consideration will establish, the principal should strive for a decision on two questions before the new school year begins:

1. Shall training memoranda be signed? This memorandum is an understanding between merchants, students, parents, and school authorities which outlines clearly the training program for each student; the wage rate, the hours of work, and the other conditions of work experience and training. If it served no other purpose, its value in the prevention of misunderstandings would justify its use. In some states the student's schedule of work experiences is written into the memorandum. However, the document should remain a memorandum and not become a formal contract unless the customary method of employment in the community involves contracts. The student should not think of himself as being in a special category and expect special treatment. He is a worker and should conduct himself as other workers do.

2. Shall all students of the school system who work in distribution be channeled through the co-ordinator? The committee can strengthen the co-operative program immeasurably by creating among businessmen a desire to deal with one recognized agent of the school when employing pupils for any of the distributive occupations. The advantages are too numerous to mention, one of the most important being the control given the school over the conditions under which its students work. From the standpoint of the co-operative program, it strengthens the co-ordinator's position in dealing with both students and merchants. It places business on notice as to who are the co-operative students *in training* and who are the students *not in training*. Confusion in merchants' minds of these two school groups often causes undeserved criticism of the co-operative program. Several cities follow a centralized scheme of placement which has proved highly satisfactory and has, at the same time, resulted in better placement of students not enrolled in the co-operative class.

8. *Bring the student and merchant together.*—Placement of students is the final test of the preliminary planning campaign. The co-ordinator will have suggested lists of students and of training agencies as a result of the tentative surveys. Pupil qualifications are then compared with job descriptions and the placement process begins. Brief discussions—class and individual—train students to interview employers. These are followed by the actual placement interviews. The techniques used are skills of the co-ordinator and, as such, are not germane to this article. The principal is concerned only upon the occurrence of such problems as deportment, abuse of privileges, and effect of

work schedules on the school standings. However, his reward is not confined to problem solving; he holds close contact with business through the co-ordinator, he learns of the success of plans he himself has laid, and he sees the advancement of individual students as work experience unfolds their powers, engenders their self confidence, and creates in them a sense of responsibility. It is a triumph he shares with the co-ordinator and the training sponsor.

Tentative agreements on student placement should begin in the late weeks of the school year and continue through the summer months. If the school conducts summer sessions and the class enrollment justifies the policy, the co-ordinator may be employed through the summer months. Unless such an arrangement is possible, it is better to withhold employment from beginners until the co-ordinator reports in August. Faulty work habits, poor attitudes, and misunderstandings often develop when the co-ordinator is not present. In the case of students already working, the situation is already largely fixed; they have usually made an adjustment to the job and, in too many cases, the retraining task has already accumulated its quota of corrective teaching needs.

Employment of co-ordinators on a twelve months' basis is becoming more common. The service to the community thus becomes continuous except for time the co-ordinator is engaged in professional improvement and on vacations.

Once the student is placed on his training station, his work experiences are in the hands of his store training sponsor. The sponsor may be the department head, the training director, an assistant, or an experienced fellow worker. However, responsibility for on-the-job training of the student cannot always be entrusted to any person the store selects. The principal and the co-ordinator are deeply concerned with the type of individual who accepts this charge. Since sponsorship is an added duty for which extra pay is seldom given and since sponsors rarely understand the teaching of high-school youth, the co-ordinator must check carefully on the activities of the student, especially during the early weeks of employment. The principal dare not risk the reputation of his school or the welfare of its students by shifting the main responsibility to the store. He is under obligation to know the situation of each student. In company with the co-ordinator, he should visit the training stations occasionally—certainly until he is convinced that the work experience is properly directed and that it is worthy of the efforts of the school, the store, and the student.

INITIATING A DISTRIBUTIVE TRAINING PROGRAM

Initiating a co-operative program is often fraught with temptations to compromise sound educational or vocational practices. In promoting and organizing a program, errors made may result in the establishment of bad precedents which stubbornly resist correction. Some of the more important of these are discussed briefly below.

Placing students in jobs that require less time and effort to learn than the

student is expected to devote to them is a common pitfall. This temptation constantly besets co-ordinators, especially when they are striving for increased enrollment. Such a job is that of candy salesgirl in a limited price variety store. She learns some important processes in stock keeping, display, handling the cash register, dealing with customers, and selling; but the learning time required is short. As a small part of a total training schedule, the position can be justified; as a training station for a full semester, it cannot. Many placements of this type tempt principal and co-ordinator, especially when the merchant who offers the station is actively interested in the program or is prominent in community affairs. Each student is entitled to the protection of a training schedule that demands his best efforts in a job that adequately rewards those efforts in the training and pay he will receive.

Accepting seasonal employment for trainees is a temptation to be avoided. The student needs continuous work experience which as nearly approaches full-time employment as it is possible to provide. In classes reimbursable under the vocational acts, it is the policy that students work an average of fifteen hours each week and that the time at work equal or exceed the time in school. This rule for all practical purposes prevents seasonal employment of co-operative students. The situation in a store is not normal during a "season"; one class of merchandise is promoted and regular lines do not enjoy the usual emphasis; customers prevent the sponsor from giving proper attention to training the student; and the student may feel that he is not really a part of the store organization. It more nearly approaches the holiday than the work-a-day world. Seasonal employment, a satisfactory activity for pupils not enrolled in the co-operative class, is too uncertain in tenure and too disturbing to the training schedule to be used as the only work experience of co-operative students. In the ideal situation, the student is a worker in training who, as a result of the normal turnover in store personnel, will replace a regular worker who retires or resigns.

Favoring larger stores is another temptation to be resisted. Large businesses are usually first to co-operate in the program, they train more students, they pay good wages, and they are usually excellent training agencies. While large stores should receive a fair share of the trainees, the smaller firm, in some respects, offers equally good opportunities. The student is close to management and probably receives more individual attention from the sponsor. He usually has a greater variety of duties and reaches a relatively more important position in the small business more quickly than he would in the large business. If he aspires to ownership, he has a better opportunity to learn the operating details of the business. The principal who allows a co-ordinator to create the impression that distributive education is a program solely for large stores does a serious disservice to the program and to many of the pupils.

Initiating a program without adequate provisions for training materials and equipment is a common mistake. Since the store serves as a laboratory,

equipment and supplies for the distributive occupations class will probably cost less than any of the more important vocational classes, but some outlay cannot be neglected with impunity. A well-lighted room that is capable of being made attractive is highly desirable, but much more important is up-to-the-minute training material. Last year's fashion merchandise is "dead stock" in a store; last year's trade magazines, specialized texts, monographs, and advertising materials are "dead stock" among the co-ordinator's training materials. The school budget should allocate adequate funds for this purpose. Selecting and using material and arranging and equipping the room are tasks of the co-ordinator and belong to a later article, but the principal makes the financial arrangements. His success in securing this support makes the co-ordinator's task possible.

SUMMARY

The present article has outlined the importance of the distributive occupations as a field of high-school instruction, the steps in organizing the program, and certain practices which, once established, tend to persist. It has been primarily concerned with creation of a desirable situation in the business community. Additional articles¹ will be forthcoming which will discuss how principals are organizing the instructional program in schools and how they are making provisions to secure the future of the program.

In promoting a co-operative program, many contacts must be made and decisions must be reached by many people in the community. The businessman needs time to weigh his decisions, to secure the consent of management, and to make the adjustments necessary to provide training stations for students. In the school, schedules may need adjustment, training outlines must be written, pupils need to be counselled on their program of study, and credit for the course must be arranged. The co-ordinator, if employed by April 1, can be of great assistance. The cost of his services is amply repaid by his better grasp of the situation. Time, then, is a vital factor; and the principal is wise who begins planning early in the spring semester. If he needs assistance, he will find a willing and able ally in the state supervisor of distributive education.

Young men and women in our country have been entering the field of distribution in ever increasing numbers. An estimated 250,000 youths of high-school age find their first employment in retailing each year. It is doubtful if ninety per cent of them have had any comprehensive training for the jobs they enter. The business mortality rate among them is high. The secondary-school principal is in position to render an outstanding service to these youth and to society. Co-operative training in the distributive occupations is a challenge worthy of his best thought and most earnest effort.

¹ To appear in **THE BULLETIN** during school year 1945-1946.

A Definition of Consumer Education

This is a statement on the fundamental concepts of consumer education as applicable to secondary education. The statement was prepared by the staff of the CONSUMER EDUCATION STUDY of the National Association of Secondary-School Principals, DR. THOMAS H. BRIGGS, Director. This statement has been taken from a larger monograph now in preparation by the staff of the CONSUMER EDUCATION STUDY, *The Modern American Consumer: His Problems and Opportunities*.

ONE COULD not well define consumer education, recipe-wise, by listing its subject-matter ingredients. For, while there is a certain core of knowledge—some of it new to the schools, and distinctive—which is essential to the education of a consumer, yet in the main consumer education is not a body of subject matter separate from other school subjects. To a large degree it is, rather, a different way of looking at, a different way of using, much that has long been taught under many subject titles.

Neither could one well define consumer education by statistical summary of what is now being taught under that title in schools across the nation. For much of what is best in the actual education of consumers is done outside the title of consumer education. And within that title there is such wide diversity that the name simply has no common meaning.

The fact is that consumer education is still so new that nothing approaching a set form or content has yet been crystallized in any large area. There are local programs which apparently have "set"; generally they are the lengthened shadow of some one enthusiastic teacher or administrator who may have perceived and promoted only a narrow part of consumer education or who may have slanted it all along the lines of some personal bias.

Nevertheless, the thinking of leading and experienced consumer educators has been perceptibly converging upon some central ideas on what are the fundamental problems to be solved, what is the nature of the job, and at what objectives consumer education should aim. Some misconceptions common in the earliest days of consumer education are being sloughed off.

It seems more profitable, therefore, to describe the growing and creative ideas of what consumer education should attempt to be and do than to describe the forms consumer education has been given in practice by various writers and teachers; hence the statement of purposes which follows.

INTERPRETING THE STATEMENT

The statement should be read not as the mere opinion of one or two writers, reasoning *a priori* what the purposes of consumer education *should be*. Neither is it an impartial report of a sort of Gallup Poll of consumer educators as to what the purposes *are*. It combines the best features of both.

The report embodies the reasoned convictions of the staff of the Consumer Education Study—their best judgment to date—as to what consumer education should be and do. But those convictions have grown out of careful and impartial study of all stated views; they rest, for example, on formal analysis of previous definitions and statements of policy, of speeches before professional associations, of textbooks in popular use, of syllabi and courses of study, of considered statements of opinion by hundreds of selected teachers, and of the stated preferences of several hundred high-school students. Representatives of the Study have been privileged to correspond and confer with many of the best thinkers, both in the profession and in the laity, representing all shades of opinion about consumer education. The evidence gathered from all these sources has not been scientifically weighted, point for point; but it has been blended into the thinking of the staff, and this report represents the precipitate of all the reactions.

As a final check, preliminary forms of this statement have been submitted to a considerable number of authorities. The results have indicated a surprising near-unanimity of agreement; modifications have been made in the light of what disagreements there were.

The Purpose of Consumer Education Is to Help People Become More Intelligent, More Effective, and More Conscientious Consumers.

A. INTELLIGENT

1. *Intelligent to develop a philosophy of life that will guide in making decisions as to relative values—the basis of wise choices of goods and services.*—What one wants out of life is probably the biggest determiner of what he gets. Therefore, *wanting intelligently* is the first great step in consuming well.
2. *Intelligent to become aware of the variety of goods and services that are available, and to recognize and appreciate more of the possibilities that our civilization affords for rich, zestful living.*—We live in a world rich in consumer opportunity, and we have an economy capable of progressively increasing that opportunity if we unitedly demand and work toward abundance; hence, there is no sense in projecting an ideal of meagerness, and of self-denial for its own sake. On the contrary, consumer education should induce the student to picture his life on a relatively high standard—a life of good health, comfort, and keen enjoyment—and invigorate him to strive for high goals. Consumer education expands and enriches people's wants by creating familiarity with what there is to be had.
3. *Intelligent to evaluate and plan the wise use of their individual resources (current and potential) of time, energy, money, and personal capital goods; on this basis to set goals for living, both immediate and long-term, taking into account both the richness of consumer possibilities and the limitations of individual resources.*—The sensible person soon learns that he can't have everything, that he must make choices. So when he has crystallized his desires, he

reviews them in the light of the limitations of his resources. Then he sets himself realistic goals, for the near future and for later on, sets them before he is tempted to buy impulsively. In the process of choosing and casting out, he asks not only whether each thing is "good," but also what it is "good for," *in his particular case*. Consumer education teaches budgeting and living within one's income. It builds independence of judgment.

4. *Intelligent to understand that every purchase of goods or of services is an economic vote that will in part determine the kinds which will henceforth be furnished.*—Of course sellers mould consumer desires to some extent by advertising and salesmanship. Still, the fact remains that consumers have that same "power of the purse" which parliaments in many nations fought so hard to wrest from their kings, recognizing it as the fountainhead of power.

Consumers can make or break a business. What they reject will stop being made. What they will pay for will be supplied. Whether or not they use the power consciously or intelligently, they have it—so much so that they have a serious responsibility along with it. The lone consumer's economic vote, like his political vote, may seem insignificant. It is not.

5. *Intelligent to understand and appreciate the fundamental socio-economic principles which make for increased production and better distribution of consumer goods and services and a continued high level of effective demand.*—No matter how shrewd and competent the individual might become, he would still find his level of consumption affected by the character and success of the economic society in which he lives. The consumer has, therefore, if only for selfish reasons, a stake in building and maintaining an economy which will serve him maximally.

But such action as this implies demands understanding of what to fight and what to support—understanding which encompasses the best interests of the whole society, for action aimed only at immediate selfish gain of consumers alone might, if successful, be harmful even to consumers.

Not every student can be made into an expert economist. But, as a minimum, the schools can teach everyone the best thinking on a few guiding principles (taking care not to be dogmatic, because it is hard to find economic principles with the status of scientific laws, like the physical laws of thermodynamics). For a few accurate generalizations will provide a firm foundation for correct decision on many particular matters; whereas unrealistic generalizations which might otherwise be perpetuated in the folklore would form a powerful predisposition to blunders.

The teaching of such generalizations is by no means peculiarly a function of consumer education, since they are equally necessary to producers and to citizens generally. But since the personal stake of the consumer in the efficiency of his economy is easily demonstrable, the "consumer approach" to economic principles has some advantages in terms of motivation.

6. *Intelligent to understand the organization and operation of our system of production, distribution, and merchandising; to evaluate the strengths and weaknesses of our industrial and economic system as it affects consumers; and to evaluate proposals for its improvement.*—A man who knew the laws of thermodynamics would not necessarily be able to repair your automobile engine; he would need also some practical acquaintance with that particular model. Just so anyone who will tinker with the economic machine—and no voter can avoid it—needs not only general economic theory but also some firsthand acquaintance with the way business is done.

Such knowledge also helps him carry on his personal business affairs. For instance, if he knows what means advertisers and sellers use to play on him, he can keep himself more cool-headed under sales pressure. In a host of practical details the consumer who knows business practice has an advantage. Furthermore, it is generally agreed that there is also an advantage to businessmen in dealing with informed consumers, who shop more intelligently and carry on their dealings more competently.

7. *Intelligent to understand how government, which with us is democratic group action, contributes to the protection and advancement of general consumer welfare; and to evaluate proposals for increased, diminished, or modified government activity on behalf of consumers.*—Government does much in the way of protecting and promoting consumer interests. We see this, for instance, at the national level in pure food and drug laws, postal frauds prosecution, research on foods and other products; at the state level in the licensing of doctors and pharmacists, checking of weights and measures, and the like; at the community level in the supervision of dairy sanitation, sewage disposal, and a health program. As a bare minimum a consumer should know about such protections and services and know how to use them intelligently. At a more acceptable level of citizenship, he should know them and their general effects well enough to evaluate them and judge proposals for their improvement.

It can hardly be argued that education in such matters, as they affect policy-making, is uniquely a need of consumers as differentiated from producers or all citizens, since all governmental action should be conceived in the interests of the whole public. However, the "consumer approach," putting such matters on a functional, close-to-life basis, has some special merit.

8. *Intelligent to understand the respective roles, separate and co-operative, of government and of private enterprise in providing for the satisfactions of consumers.*—Few issues in our time have generated so much warm debate as this question of the proper role of government in economic affairs. The consumer's peculiar slant in this revolves around such questions as: Which of the goods and services consumers want should be provided by private enterprise? Which by government? Which by some combination? What governmental protections shall be sought against any predatory commercial in-

terests? To what extent shall government give advice and information about purchasing goods and services? Needless to say, while the student is making tentative decisions he must learn also to keep an open mind and to go on accumulating evidence as it comes in.

9. *Intelligent to understand that a considerable part of consumers' needs are satisfied by consumption of social wealth; that, therefore, the wise spending of the tax-dollar is as much a consumer's concern and responsibility as the wise spending of his purse-dollar; and that judiciously taking advantage of available social services is one means of increasing real income.* Few people, especially young ones, although they are continually paying for social services, fully realize what is provided, or take any pains to get full profit from it. Although taxes are for many families the largest single budget item, and for all families a burdensome item, they do not apply to tax expenditures the same criteria they use for other spending. Consumers who genuinely realized the cost and potential value to themselves of social services would make greater effort to get their money's worth. If we must pay for these things, why not use them—effectively and economically? Few things could be more salutary in the citizenry than a genuine perception of the truth that taxation is a method of group buying, for it would induce a realistic weighing of the tax expenditures, like a thoughtful household budgeteer who feels the competing urges of many desirable purchases he wants to make with his limited funds.

10. *To appreciate the contributions to wealth and good living made by goods or services produced or furnished at home, by oneself or by one's family, and to evaluate possibilities for utilizing this source of satisfactions.* It has been estimated that around one fourth of our national production takes place in the home, for direct use by the family. A contribution to wealth and real income not to be taken lightly! Its importance is seen in the life of many a family which achieves a high standard of living on a low cash income. Therefore, consumer education must constantly explore the possibilities of adding to real income by home production and by better use of what is there produced.

Nevertheless, time and energy are inevitably limited, just as money resources are. And the same realistic budgeting must be applied to them as to money. The problem is largely one of creating an imaginative vision of possibilities, tempered and balanced by common-sense budgeting.

11. *Intelligent to appreciate that every individual consumer's continuing welfare and happiness are ultimately dependent on the general welfare and happiness of the people as a whole.*—The teacher of consumer education should take warning that, unless his subject is steadily tempered with a decent altruism and emphasis on the long-range economic health of the nation and the world, it can easily fall into a tone of selfish shrewdness, of "getting mine," of driving a hard bargain in every case, regardless of consequences.

In part, this can and should be avoided by steady application of the stu-

dents' feeling for sportsmanship and fair play, on purely idealistic grounds. But a foundation for high-minded action should also be laid in economic understanding. For, although it often takes imagination to see the application in small, isolated cases, it is simple economic fact that one's welfare and happiness are ultimately dependent on the welfare and happiness of other people.

B. EFFECTIVE

The second great purpose of consumer education is to help the consumer equip himself with those *practical competencies* necessary to the achievement of the goals he sets for himself and for the socio-economic system in which he lives. Competency seems to demand that the consumer be effective in the following eight ways:

1. *Effective in managing personal financial affairs, both routine day-to-day activities and those matters of a long-term nature, such as budgeting, saving, using credit, insuring against risks, and investing one's funds.* — "Good managers" are generally lauded. They are the people who "get on top" of their circumstances, take life in stride with earned self-confidence. To an increasing degree, in this money economy of ours, they succeed because they are good *money managers*. Therefore, consumer education should concern itself as much with financial management as with goods and services.

Mastery of money rests on two inter-related sets of habits and skills: the first of these involves primarily a host of little routine procedures; the second depends primarily on long-range judgment. Generally speaking, the farther men look ahead, the more they keep their eyes on their life goals and the relative values they have attributed to each, the more they consider all factors—possibilities as well as existing resources—, and the more willing and able they are to subordinate immediate desires to greater future satisfactions, the better managers they are.

Basic to management is skill in budgeting and the consistent habit of using a budget. Involved also are long-range money matters: saving, investing, borrowing, and insuring against risks. And not least important is respect for good business methods and the ability to use them. To sum up: an important phase of consumer education is "businesslike training for businesslike living."

2. *Effective in selecting and buying goods and services, getting what is needed with economy of time, effort, nervous strain, and money.* — "Better buymanship" is the most distinctive and newest element which consumer education adds to the curriculum. And it is important—the very backbone of consumer education. At the same time one must emphasize that buymanship training is not the whole of consumer education.

We believe that long-run objectives in buymanship training should outweigh the more immediate ones; that the building of a sound *modus operandi*—in selecting stores, shopping by a plan, getting information from advertisements and labels, and other factors—is worth more than deciding which

brand or product is at the moment "best." Products change, new ones are developed, brands come and go; the little fund of commodity facts the school can give this year may be out of date a few years hence; but the consumer who is equipped with basic techniques will use them all his life.

However, an excellent approach to these generalized habits and skills is a rough detailed study of specific goods and services, fully realistic in terms of prices and current commercial practices. It should concentrate on products and services from the areas of food, clothing, shelter, health, recreation, and education, selected in the light of the interests of youth.

3. *Effective in progressively accumulating reliable and up-to-date information about goods and services, their price, quality, and the probable satisfactions they will yield; using critically a sufficient variety of the valid sources of information.* — Nothing else so distinguishes the alert consumer from the careless one as the broad and solid base of information from which he operates. A certain initial fund of this information can be built up for him in the school. But it cannot possibly cover all the goods and services he will want, nor can it provide for inevitable changes in products and brands and the new goods and services invention will make available.

Therefore, a major function of consumer education is to put the student in the way of continually accumulating and sifting information of value to him. If he is to act on the basis of adequate and tested data, he needs to become familiar with the sources of such data and learn to use them, for the simple truth is that the consumer cannot be his own expert on all goods or services; he must and can get help.

But along with a willingness to use expert advice, the consumer needs *independence of judgment*. Having used each source of information for what it is worth to him, the consumer must take responsibility for final judgment. He is the only one who knows what he can afford, how the added purchase would fit in with the rest of his possessions, and how well it would expedite his long-term goals. This attitude is certainly to be preferred to slavish and uncritical acceptance of the work of any one helping agency.

4. *Effective in using goods and services in such a manner that they will yield the greatest possible satisfactions to oneself, his family, and larger groups.* — A family's accumulated goods are its personal capital for producing satisfactions, like a manufacturer's capital for producing goods. They can be, and often are, wasted by disuse or misuse or incomplete use as surely as the buried talent of the parable was wasted—and the waste is just as condemnable.

One of the best thinkers in consumer education insists passionately that *consuming is using*, that using is the pleasantest thing in life, and that the common tendency of teachers to identify consuming with buying has done more to limit consumer education than any other factor.

At a minimum, schools can teach *efficient* use of goods, through following directions, keeping appliances in good order, and so on. It is to be hoped that

they can also stimulate *creative* use, for a maximum of enjoyment and satisfaction. The concept cannot be limited to goods alone, for potential services are wasted at least as freely. What difference could be made in the lives of many if they could only learn to ask intelligently for advice when they need it, whether from a guide at the museum, a lawyer, or the family doctor!

5. *Effective in caring for goods so as to get long life and full value.* — Some one has estimated that by fully informed buying, American consumers could add twenty-five per cent to their real income. Obviously, a similar addition, perhaps a larger one, can be made by proper care of goods already owned. It is worthy of note that when care is good, the purchase of high-quality goods, which may otherwise be uneconomic, becomes increasingly desirable or profitable. It is also to be noted that an attitude is involved: the school will need to strive to bring fashion-conscious youth to a genuine pride in conservation of good things, to the attitude that, "It is smart to be thrifty."

6. *Effective in making goods and providing services for oneself or family, extending or contracting this non-commercial production as may seem wise under varying circumstances.* — The consumer's vested interest lies in getting the greatest possible real income. One means to that end—often the greatest immediate possibility—is to produce some goods and services for himself, to use time and energy instead of money. It adds not only to economic values but often also to family spirit and the pride of creative artistry.

In some cases, however, people would be wiser to spend *less* of their time and energy than they now do on home production, and concentrate more effectively on their specialized tasks. Just as we must recognize that there are certain things we cannot afford in terms of money, so also we must guard the expenditure of time and energy. The teaching of the specific skills needed for such work is not a task of consumer education. But consideration of its possibilities and limitations is.

7. *Effective in maintaining desirable relationships with those with whom business is carried on.* — Some consumers consistently get the very best from their merchants and others who serve them. They have a certain "touch" in keeping personal relationships frank and friendly. Clerks like them, give them full attention, and strive alertly to fill their needs. They get the information and advice they need, if the seller is able to give it. Generally, they get better than average goods or services for their money. And if something does go wrong, they are likely to get reasonable adjustments. By contrast, many consumers do not handle their business contacts very well.

Apparently there is something in skillful consumer-buying which has more to do with human relations than it has with knowing the best brands of commodities. The school should be able to ferret out and to teach the skills, habits, and attitudes which make for success in the consumer's dealings with those who serve him.

8. *Effective in participating in group action to maintain existing conditions which are conducive to the best interests of consumers and to promote changes which promise further improvement of the consumer's status.*—Effective group action depends upon skillful and habitual application. Schools have long sought and with considerable success to teach the requisite skills and habits in effective group action in school affairs. The study of consumer problems presents an exceptional opportunity to extend this to an important field. For it offers specific and attractive goals to be worked for, within the range of what is possible for high-school students, and it makes crystal clear the weakness of the individual working by himself.

C. CONSCIENTIOUS

There is no greater hazard to any society than power exercised irresponsibly. Consumers already have considerable power; they must, therefore, accept corresponding responsibility. If through education or by organized effort they succeed in increasing their influence, they must prepare to use it ever more responsibly. The responsibilities of the consumer demand conscientious action in the following major categories:

1. *Conscientious to develop a high sense of purpose for society as a whole, analogous to the individual's formulation of his own personal goals.*—What is an organized society for? What is an economy for? What does democracy mean and what are its economic implications?

Conscientious action is action according to ideals. If it is to be consistent and wise, the ideals must be clearly formulated and woven into a self-consistent philosophy. Just as in the individual's personal affairs there must be a guiding philosophy of life, so in affairs which affect the group there must be a cogent economic and social philosophy—and of course the philosophy of private affairs and that of public affairs should be in harmony. The formulation of such a philosophy is an *obligation* of the citizen. And there is one further obligation upon every citizen: he must bring his philosophy as nearly as he can into line with the true meaning of democracy.

2. *Conscientious to evaluate current business and governmental practices and proposals for change in the light of the developed goals for society.*—For the good citizen the question always is, not "What immediate or personal gain can I get from this practice or this proposed change?" but, rather "What contribution does or will it make to the achievement of the goals I have accepted for society as a whole?" The achievement of these goals will, in the long run, benefit me, though they may demand some temporary sacrifice.

3. *Conscientious to participate actively in maintaining and improving a social and economic environment in which all the people find it progressively easier to satisfy more of their basic needs and reasonable wants.*—Even, at the very least, the best proposals for improving socio-economic conditions meet in difference and inertia; nearly always they meet also a barrage of uncompro-

mising opposition from selfish interests and from those who view with alarm any deviation from what they think of as "the ways of our fathers." Of the two, general apathy is the more common and the more formidable. Therefore, the man who understands the desirability of a change or of the maintenance of existing good features will often render his greatest public service simply by spreading enlightenment and enthusiasm in his circles.

If there is active opposition which must be combatted, organized action is likely to be needed. Winning depends on rolling up one's sleeves and wading into the fight. This may be distasteful, but upon occasions it is a patriot's duty. And the true citizen meets it by choosing wisely the agencies through which he will work and by making his fight intelligently as well as idealistically.

4. *Conscientious to practice those habits as shoppers, buyers, and users which help the business system to operate smoothly and economically.*—American distribution has already gone forward a tremendous distance. Despite its weaknesses and imperfections, it has set up a variety of smooth-flowing business procedures to handle great volumes of business with unprecedented efficiency. And any businessman knows that the operation of the system is disrupted time and again by ignorant, inefficient, or inconsiderate customers.

The details of customers' deficiencies are too numerous to mention; all told, they slow up and disorganize orderly merchandising and go far to cancel merchants' attempts to lower the overhead costs of each sale. If distribution is to be more efficient, consumers must do their part by gearing themselves to efficient methods.

5. *Conscientious to develop good relations with those who have a part in providing consumer goods and services.*—It is good business to be on friendly terms with those who serve one. Besides, it is more satisfying to do business that way. But beyond these selfish considerations, democratic respect for personality demands a decent attention to human relations, a reasonable courtesy and consideration for the delivery boy as well as for the storekeeper.

This does not mean that the buyer is not to protect his legitimate interests and to bargain well. In fact, he can do so more effectively if he learns tact and genuine consideration. What it means is that just as businessmen and commercial teachers have long taught an effective "business etiquette," consumer educators may well teach effective "customer etiquette."

6. *Conscientious to consider the just interests of others—including workers, producers, distributors, and merchants, as well as other consumers—and to co-ordinate personal interests with the interests of others making for the common good.*—It takes intelligence and imagination genuinely to realize that one's own best interests are in the long run best served when the interests of others are guarded, especially when the persons affected are remote in the economic process. Yet we know that interdependence is the outstanding fact of our economic as well as of our social life. Over and above any commer-

cial consideration, democracy places an obligation upon us to co-ordinate our actions with the common good.

7. *Conscientious to give preference to goods produced and distributed under fair labor conditions, whether in our own country or abroad, and to deal with reliable vendors.* — There is always a temptation in any transaction simply to get the most possible for the least outlay. Consumer education, which quite properly concentrates upon helping the individual get as much as he can for his resources, runs a certain risk of even intensifying this motivation, with neglect of the long-term general welfare. But good consumer education should produce buyers who scorn "bargains" achieved by exploitation of producers and workers.

Likewise, there is in consumer education's continual scrutiny of business practices an inherent danger of losing our balance and perspective. We may too easily forget how much and how satisfactorily we depend upon the permanent, ethical merchant for advice, service, and the proper rectification of mistakes. If consumer education emphasizes solely shrewdness in bargaining with him, students may assume glibly that the merchant can always "take care of himself." Then they may sacrifice him lightly to the fly-by-night vendor with his questionable "bargains." If so, they may weaken the business structure upon which they must ultimately depend.

Consumer education had better always remember soberly that the reliable merchant is the consumer's strongest ally. Therefore, consumer educators may well spend less energy on teaching how to protect oneself in dealing with the unscrupulous; more on teaching the selection and cultivation of the honest businessman.

8. *Conscientious to refrain from practices that harm society as a whole.* — The hoarder and the patron of the black market scheme out their little gains at the expense of the rest of us. Most of them would scorn to pick our pockets of a dollar or even of a ration stamp. If they cheat in another context, then, it must be mainly that they do not understand that the same principles and results are involved. Different times have different problems, not always so easy to see as wartime hoarding. But always there are rules, agreed upon by the democratic majority, crystalized in law or custom; and always there are some who cheat.

It follows that an important phase of consumer education is a study of the consumer himself. The critical scrutiny should not all be focused upon the vendor. The young consumer should think through what his responsibilities are, what constitutes ethical or unethical conduct. And he should resolve to live by a high ethical code, even if some vendors by sharp practices tempt him to answer in kind.

9. *Conscientious to refrain from exploiting the urgent necessity of others.* — Nearly everyone sooner or later has opportunity to take shrewd advantage

of a fellow-man's urgent necessity: the laborer without work, who can be hired temporarily for less than a living wage; the struggling salesman who can be driven to cut his commission to almost nothing to make a sale; the near-bankrupt merchant who can be pushed below his established prices. It is a temptation to seize the chance, especially if one is rather hard pressed himself. But it's not cricket.

The school as a whole, in which consumer education takes place, has long sought to educate its students to magnanimity. It would be an error for consumer education, dealing with a special area of human conduct, to sponsor a precisely opposite ideal.

10. *Conscientious to refrain from demanding special consideration (lowered price, extra and unnecessary services, e.g.) that cannot be generally given to others.* — It might be hard in a specific case to draw the line between what is competent bargaining and what is, essentially, soliciting a gift either from the merchant or from one's fellow customers. But if consumer education aims for the mind-set of the self-respecting man who is able and willing to pay his own way, it will not go far wrong.

11. *Conscientious to develop an active consumer consciousness which will serve to counterbalance overemphasis upon producer interests in legislation.* — Satisfying the wants of consumers, who are all the people, is the end purpose of all economic effort. Everything else—the provision of well-paid jobs, protection of the chance for profit, and other factors—is only an intermediate step. Consumption, the satisfaction of human wants, is the thing that gives sense to all economic action.

Therefore, consumer welfare should ever be the guiding criterion in the making of policy. To apply constantly the question, "How will this proposed change affect consumers?" is not to seek special protection for one class. It is, rather, to ask, "How does this proposal square with the fundamental purpose for which our economy and the organization of society exist?"

Skill in consuming is never enough: There must also be wisdom and character. Wisdom in consuming, as in all of life, depends on one's having clearly defined, high-quality purposes and goals: Character is strength to govern one's life accordingly. Therefore, the foundation of consumer education, in common with all education, is to help each student develop a sense of values, determine what he most wants out of life, set his goals and see them in proper proportion, then act according to his developed principles.

News Notes

THE JUNIOR RED CROSS — The American Junior Red Cross, through its National Children's Fund, has purchased medical kits valued at \$87,500, for use in schools of Yugoslavia, Greece, Belgium, and other countries. Through channels of the Joint Commission of the International Red Cross, it is possible to send these kits both to liberated and enemy-occupied countries. This latest project of the National Children's Fund is another way in which pupils in the schools participate in rehabilitation work through the American Junior Red Cross. Classroom groups are packing and sending overseas this school year special educational gift boxes, containing some 10,000,000 needed educational supplies for children in liberated Europe.

These projects carry forward a program which is in accordance with the plan evolved by the American Junior Red Cross and the U. S. Office of Education to encourage school participation in international rehabilitation. In view of the channels which the American Junior Red Cross extends to the schools, the U. S. Office of Education has recommended to state superintendents of public instruction that the American Junior Red Cross serve as the agency through which pupils participate in rehabilitation projects.

INTER-AMERICAN AFFAIRS—*Spanish Speaking Americans in the War* is the name of a 24-page booklet available for distribution. This booklet depicts the outstanding contributions made to the nation's war effort on the home front and the fighting fronts by our Spanish-speaking citizens. It is published in both English and Spanish texts and profusely illustrated. Clubs and organizations desiring additional copies for their members may address the Coordinator of Inter-American Affairs, Materials Section, 1201 Walker Building, 734—15th Street, N. W., Washington, D. C.

PHYSICAL FITNESS INSTRUCTION LAGS—Only half the boys and less than half the girls in the last two years of high school are now receiving organized instruction in physical education, according to data from the U. S. Office of Education. This means that about 1,100,000 juniors and seniors in high school are not receiving instruction in physical fitness. According to an estimate for the whole country based on reports from 992 school systems of all sizes, 50.1 per cent of the boys in the eleventh and twelfth grades are now enrolled in physical education classes. Only 46.7 per cent of the girls in the same grades are enrolled in such classes. These figures reveal a 6.3 per cent increase over 1942-43 in the number of boys receiving physical education and a 4.5 increase in the number of girls, despite the fact that total enrollments of boys and girls in those grades decrease 15.2 and 5.2 per cent respectively at the same time. Though there has been an increase in physical education enrollment, more widespread development of physical fitness must take place if physical requirements of men for the Armed Forces are to be met, and young women are to be able to take up their wartime responsibilities, Dr. Bess Goodykoontz, Assistant U. S. Commissioner of Education, commented. "According to indications, nearly all boys and many girls now juniors and seniors in high school will be in the Armed Forces or essential industry before the war is over."

Instruction in health education is being given to a smaller percentage of junior and senior boys and girls than in physical education. About 20 per cent of these students are enrolled in these classes this year. This figure represents a 2 per cent increase in this kind of instruction over 1942-43. Among reasons preventing greater increases in enrollment in physical fitness is the fact that many men teachers of physical education have gone into the Armed Forces. Schools which wished to inaugurate physical fitness programs have often been unable to find trained personnel. In addition, many small high schools have not had funds with which to employ trained teachers of physical education or to purchase needed equipment. Since small high schools enroll about one third of the high-school pupils in the United States, neglect of physical training in this category of schools is a serious problem.

RURAL YOUTH—The American Country Life Association, 734 Jackson Place, Washington 6, D. C., sponsors a balanced program for youth to foster pride in farming, improve rural living, and develop youth leadership. It is an association of groups (Rural Life or Country Life Clubs, Older 4-H, F.A.A., Student Home Economics, Junior Farm Organizations, and Church Leagues or Councils) and individuals helping young people attain better rural living. The Youth Section started some thirty years ago with the organization of country-life clubs at several of the agricultural and state teachers colleges and the subsequent formation of Collegiate Country Life Clubs of America. A little later the group decided to meet at the time and place of the American Country Life Association Conference. In 1924 at Columbus, Ohio, it chose young people as officers and six years later restated its objectives and adopted a new plan for affiliation of local clubs with the parent organization. At the 1936 meeting the program was opened to out-of-school groups through which there has been a gradual extension of relations until now about one half of the total number (more than 75 local, state, and national groups) are non-collegiate.

When the parent body went into retirement in 1941 the Youth Section decided to go ahead with its annual meeting, held at Nashville, Tennessee. The following year at Carbon-dale, Illinois, a new constitution which provided for individual memberships in addition to group affiliations was adopted. Direction of the association's program and policy rests with the Executive Committee made up of the six officers and seven-to-nine adult advisory committee members elected by official delegates at the annual business meeting. The organization operates on a purely voluntary basis. Its gradually expanding program has been due to the whole-hearted co-operation of the different groups and agencies that are concerned with helping young people make their maximum contribution to agriculture and rural life. Its last conference was held at State Teachers College, Fredonia, New York, October, 1944. A recent 7-page pamphlet entitled *Rural Youth—When Tomorrow Comes?* can be secured from the Association for 10 cents.

ALLIED YOUTH'S WAY IN ALCOHOL EDUCATION—Field work in charge of W. Roy Breg, Executive Secretary of Allied Youth, Inc., 1201 Sixteenth Street, N. W., Washington, D. C., has directly reached in high school and college gatherings a total of 827,318 students. In the several years of Allied Youth's special service to high schools in alcohol education and alcohol-free recreation, conferences attended by 87,251 young people contributed to youth's action on the drinking problem. Huge quantities of printed material have been circulated. Executive Secretary Breg's annual report, which gives these figures, tells of his past 12 months in the field, traveling in 29 states and speaking to 137,500 students and 8,216 other hearers.

In the coming months, agreed the Board of Trustees of Allied Youth, the prospects and needs of this field are so exceptional that an assistant in field work and an editorial worker have been engaged to enlarge Allied Youth's services to American schools, recreational centers, and other community units. Chartered Posts of Allied Youth and also Interest Groups—a recently announced means for servicing existing youth organizations—will be promoted. Much of the emphasis will be to increase and strengthen the areas in which strong sponsorship has been obtained for Allied Youth school and community Posts.

HOW DO STUDENTS DEFINE GOOD SCHOLARSHIP?—The members of the Phi Theta Kappa, honorary scholastic society at Stephens College, Columbia, Missouri, have given at least a partial answer to this question in an open letter addressed to incoming students who hope to attain scholarship honors in college. The following abstracted from an open letter to incoming students, constitute a list of ten items. (1) The habit of intellectual application to the level of one's ability; (2) The ability to think objectively; (3) The ability to apply knowledge to specific situations; (4) Proper self-evaluation, understanding one's own capabilities and powers as well as one's limitations; (5) The ability to be self-sufficient, having an inner resourcefulness; (6) Well-established standards of conduct; (7) The habit

of self-discipline and emotional control; (8) The ability to adjust to disappointment; (9) An attitude of courage and optimism; and (10) A philosophy of life which recognizes the importance of spiritual or religious values.—*Stephens College News Reporter*.

NEW PROGRAM ON LATIN AMERICA—From its beginning, the Blue Network has given special attention to the international field—with particular attention to the other nations in this hemisphere. The Blue Network presents the noted inter-American expert, Edward Tomlinson, in a new series of fifteen minute reports based on the important news events and developments of the week in the Western hemisphere and the relationship of these events and developments to the entire world picture. The broadcasts are heard over most of the stations of the Blue Network on Saturdays, from 6:00 - 6:15 P. M. EWT.

These broadcasts are designed to appeal not only to the general public but to the educational, business, and professional world as well. Mr. Tomlinson not only has access to all the news sources in Washington, but he has made arrangements to get the latest reports from all the embassies—the commercial, military and other attaches. His intimate acquaintance with the heads of the Latin-American governments and prominent business men in those countries, as well as contacts with all of the various departments of the government in our nation's capitol, plus his years of personal acquaintance with the Latin-American countries, makes him one of the outstanding authorities in this field.

POSTWAR JOBS IN TELEVISION—Teachers, librarians, students, parents, counselors, war workers, returning veterans, and others interested in postwar jobs will want to read a new six-page leaflet on *Occupations in Television* by John E. Crawford of the Radio Corporation of America, published by Occupational Index, Inc., New York University, New York 3, N. Y. Single copies are twenty-five cents cash with order. In brief, readable style the author discusses postwar prospects, training required, methods of entrance and advancement, range of salaries, and advantages and disadvantages of television as a career. For those who want more detailed data three sources of further information are listed, and the five best books are recommended from a collection of twenty-one publications examined in preparing the folder. This is one of a series of *Occupational Abstracts* covering the fields which are expected to expand rapidly after the war. The subscription price for the series is \$2.50 a year.

HOW MANY STUDENTS USE THE TYPEWRITER?—A recent survey made by the secretarial department produced certain interesting data with respect to College students' of Stephens College, Columbia, Missouri, ability to type and the extent to which they use the typewriter in preparing their written assignments. The following statistics were reported in *Stephens Life*, the student newspaper: seventy-eight per cent of the girls responding to the questionnaire, said they were able to type; fifty-nine per cent of these girls have had one or more years of typing; ninety-three per cent of them can type thirty words a minute or faster; thirty-five percent of the students type their own term papers and reports; forty-five per cent said they didn't type their papers because they didn't have access to a typewriter; and sixty per cent think the ability to type helps them in their school work.—*Stephens College News Reporter*.

The Book Column

PAMPHLETS, WORKBOOKS, AND OTHER MATERIAL FOR PUPIL AND TEACHER USE—

Publications of *Scholastic Magazines*. 220 East 42nd St., New York.

Bib and Tuck. 1944. 31 pp. 15c. Eighteen stories of junior and senior high-school student adventures reprinted from *Junior Scholastic*.

Life and Literature in the United States. 1944. Six special numbers during current term. Units for classroom use available.

Publications of the United Nations Information Organization, 610 Fifth Avenue, New York. *Bibliography*. Vol. XVI. Approximately 70 pp. with index, \$1.00.

Slave Labor and Deportation. 1944. 24 pp. A selective account of callous Axis recruitment of labor in occupied countries to maintain and increase its war production and at the same time weaken and destroy the subjugated peoples.

Statements on the War by Religious Leaders of the United Nations. 1944. 52 pp. 10c. Outstanding statements by religious leaders of many lands regarding the issues at stake in this war.

Ten Unconquered Allies. 1943. 38 pp. Sets forth facts on the organization and activities of the ten allies who were or are victims of occupation.

The United Nations Review. 1944. 38 pp. 15c. A bi-monthly record of authentic material otherwise difficult of access or reference, regarding the fight against aggression for freedom.

War and Peace Aims. 1944. 127 pp. 40c Extracts from statements of United Nation leaders. Also supplement No. 4, 124 pp. 50c.

Publications of the United States Department of Agriculture. Washington, D. C. War Food Administration.

Agriculture Research Administration. *Tomatoes on Your Table*. 1944. 20 pp. Free. A recipe folder for both green and ripe tomatoes.

Bureau of Agricultural Economics. *Housewives Discuss Nutrition Problems*. The findings on a survey of the effectiveness of nutrition programs.

Principles of Nutrition and Nutritive Value of Food. 1944. Tells the main facts about human nutrition and the various substances in foods that are needed to nourish our bodies.

Food and Nutrition. 1944. 28 pp. Five lectures by delegates to the United Nations Food Conference.

Publications of the United States Department of Justice, Immigration and Naturalization Service, Philadelphia 2, Pennsylvania.

Laws for the Nation, Books 1, 2, 3, and Teacher's Edition.

The Business of Our Government, Books 1, 2, 3 and Teacher's Edition. These are citizenship textbook materials recently prepared for the use of candidates for naturalization who have limited reading ability. Available free to public school officials that are conducting classes for candidates for naturalization. Other persons may obtain these materials from the Government Printing Office at a nominal charge.

Publications of the United States Office of Education. Available through the Superintendent of Documents, Washington, D. C.

Conference Workbook on Problems of Postwar Higher Education. 1944. An aid in four parts: suggestions for planning postwar conferences; topics with illustrative questions; bibliography; and devices and plans reported by colleges and universities.

Directing Vocational Agriculture Day-School Students in Developing Their Farming

Programs. 1944. 74 pp. 15c. Procedures for guiding students in planning and developing long-time supervised farming programs leading to establishment in farming.

Essential Facts About Pre-Induction Training. 1944. Free. Pre-Induction Training Officers in various Service Command Headquarters. A bulletin that is an aid to teachers and administrators in preparing boys for military service in the period prior to induction.

State Provisions for Free Textbooks and Instructional Materials. 1944. 42 pp. 10c. State by state legal provisions, practice, and cost and a summary of the movement for free textbooks.

Statistics of State School Systems, 1939-40 and 1941-42. A consolidated view of enrollment, attendance, teacher-pupil ratio, indebtedness, property value, transportation, term, salary, permanent funds, and expenditures. Replete with text and detail tables.

A Study of Methods of Changing Food Habits of Rural Children in Dakota County, Minnesota. Activities of the schools and the effects of food study and school lunches. Appendix contains check lists and tests.

Vocational Technical Training. 1944. A report on developments and trends affecting vocational-technical training, industry's need, present programs and facilities, planning programs for vocational-technical training, and recommendations.

Quantico Post School. Quantico, Virginia: Marine Barracks. 1944. 64 pp. An annual bulletin concerning the program of studies offered in the Elementary school and the Junior-Senior High School that is maintained at the Barracks. Profusely illustrated.

Recommendations for a Housing Program and Policy. New York: National Committee on Housing, Inc. 512 Fifth Avenue. 1944. 6 pp. Discussion of postwar demand for housing, the immediate problem of the period of transition, the need for building program controls, urban redevelopment, total housing need, recommendations for national research and market analysis services.

Religion and the Child. Washington 6, D. C.: Association for Childhood Education. 1201 Sixteenth St., N. W. 1944. 36 pp. What kind of religious education contributes best to the all-round development of children? Shall religious instruction become a part of public education? Contributors offer varied view points in a booklet of reprints.

Report of the General Executive Board to the Fifth Constitutional Convention. Philadelphia: United Office and Professional Workers of America. 1944. 50 pp. Discussion of salary policy, social welfare, legislative activities, education, publications, etc., pertaining to the members.

Revista del Museo del Atlantico. Barranquilla, Colombia, Revista. 25c per copy. A 160-page magazine issued quarterly entirely in Spanish with commentaries and abstracts in English. Articles of scientific and cosmopolitan nature followed by bibliographies of Spanish books.

RHYNE, C. L., and LORY, E. E. *Conservation of Natural Resources.* Boston: Ginn and Co. 1944. 112 pp. Illustrated with photographs, charts, and graphs. A unit study dealing realistically with a current, unsolved problem. Provides data and analyses for flexible adjustment. Live and interesting approaches lead to a study of basic principles and functioning practices.

RICHARDSON, R. A. *Diesel, the Modern Power.* Detroit: General Motors Corporation. 1944. 32 pp. Illus. The birth of a new industry. The origin, principles, and uses of the Diesel engine.

RINDEN, G. J. *Southeast Asia.* New York: Friendship Press. 1944. 24 pp. 25c. Discussion

and program suggestions for a study of the influence of Christianity on the lands and peoples of Southeast Asia.

San Diego City Schools. *Annual Report—1943-1944*. San Diego, Calif.: Board of Education, 1944. 36 pp. A pleasing format. Abundant illustrations of the many phases of guidance—both factual and popular content.

School and Community. Nashville, Tenn.: George Peabody College, Division of Surveys and Field Studies, 1944. 12 pp. Mimeo. 10c. A comprehensive bibliography.

Scientists of Tomorrow. Washington, D. C.: Science Clubs of America, 1719 N St., N. W. 1944. 138 pp. Essays of the winners of the Westinghouse Science Scholarships in the Third Annual Science Talent Search. Plans, rules, and regulations for the Fourth Annual Science Talent Research.

SEATON, H. H. *A Measure for Audio-Visual Programs in Schools*. Washington, D. C.: American Council on Education, 1944. 40 pp. 40c. A discussion of current problems and the presentation of basic recommendations for the development of programs of audio-visual education.

SEAY, M. F. and MEECE, L. E. *Planning for Education in Kentucky*. Lexington: Univ. of Kentucky, College of Education, 1944. 132 pp. Report summarizes work done by educational profession in Kentucky in planning for the postwar period.

SEAY, M. F. and MEECE, L. E. *The Sloan Experiment in Kentucky*. Lexington: Univ. of Kentucky, Bureau of School Service, 1944. Second progress report of an experiment in applied economics, explaining co-operative relations set up and evaluating materials prepared.

Shall It Be Century of Common Man or Century of Cartel Control? Washington, D. C.: The People's Lobby, Inc. 1410 H St., N. W. 1944. 36 pp. 10c. Addresses at the February conference on postwar economy—domestic and international.

Ships. New York 6: Shipbuilders Council of America, 21 West St. a magazine (size 5 1/2 by 7 1/4 in.) illustrated in color and containing authentic and interesting stories and information on ships.

Society of Automotive Engineers. *Cooling System*. Washington, D. C.: Supt. of Documents, 1943. 26 pp. 10c. Concerns topics of cleaning, flushing, rust prevention, and anti-freeze—as prepared for ODT. A very useful publication for classes in the automobile shop.

State Reading Circle Board. *Wisconsin Reading Circle Annual*. Madison: State Department of Public Instruction, 1944. 232 pp. Lists of books, selected and evaluated from every available list of merit, to meet the reading needs of all children from pre-school through high school and the professional and pleasure reading of teachers. Contains explanation of state book services and suggestions of methods and devices of instilling a lasting joy of reading.

Steel Fights for the Nation. Washington, D. C.: Congress of Industrial Organizations, Department of Research and Education, 1944. 32 pp. Illus. Free. A digest of the Brief submitted by the United Steel-workers of America to the National War Labor Board in March, 1944.

A Study of In-Service Education. Ann Arbor, Michigan: North Central Association of Secondary Schools and Colleges, 1944. 40 pp. The report is an outgrowth of meetings and research on problems and solutions of in-service education of teachers.

A Summary of the Proceedings of the Second National Wartime Conference of the National Council of Scientific, Professional, Art, and White Collar Organizations. New York:

National Council. 135 E. 52nd St. 1944. 52 pp. 25c. An exchange of information on full employment, economic standards, international collaboration of the professions, professional training programs.

A Survey of Language Classes in the Army Specialized Training Program. New York: Modern Language Association of America. 1944. 27 pp. 25c. A brief description of the Army (foreign) Language Training Programs. Second edition contains recommendations of a Survey Group for postwar teaching of foreign languages to civilians at college level.

TAYLOR, M. G. *Trails of Friendship with Indian Americans.* New York: Friendship Press. 156 Fifth Ave. 1944. 122 pp. 50c. The promise of growing friendship among all American youth is the central theme.

Teen Age Centers. New York: National Recreation Association. 1944. 23 pp. 10c. A bird's-eye view of development, organization, financing, facilities, leadership, location, and operation of youth centers.

Ten Years of School - Community Action. Chicago: Wells High School. 1944. 32 pp. Illus. A decennial year brochure prepared co-operatively by teachers and students showing the fruits of reciprocity.

A Ten-League Stride Has Been Taken Toward Better Postwar Television. New York: Columbia Broadcasting System. 1944. Interim report of developments and proposals between the time of the Barth report and the FCC hearings beginning Sept. 28, 1944.

TEUSCHER, R. H. *Practice in English.* New York: Harcourt, Brace, and Co. 1944. 208 pp. Paper cover 60c; cloth cover \$1.08. Contains ninety-three lessons with instructions and practice exercises on the fundamentals of composition and grammar; cumulative reviews and tests. A handy work pad for two semesters. It also has explanations and illustrations.

The Training of Vocational Counselors. Washington, D. C.: War Manpower Commission. 77 pp. A bulletin designed for those responsible for the training and placement of vocational counselors during the great readjustment period. Extensive selected references.

Twenty-Fifth Annual Report of the Director. New York: Institute of International Education. 1944. 73 pp. Free. Recognizes the change of government conduct of foreign affairs from political and economic objectives to gain influence to educational and cultural endeavors to secure prestige. The appendix contains a list of exchange fellowships and scholarships.

UL Symbol of Safety. Chicago: Underwriters' Laboratories, Inc. 1944. 32 pp. Illus. Report of fifty years of continuous service for safety by a non-profit, scientific, technical organization.

United States Armed Forces Institute. *Catalog.* Madison, Wis.: Commandant, USAFI. 1944. 100 pp. Illus. Free. Description, directions for enrollment and study, lists of texts, materials, and schools offering the courses, prepared by Morale Services Division of the Army Service Forces of the War Department and the Educational Services Section of the Bureau of Naval Personnel of the Navy Department.

U. S. Office of Education. *F. M. for Education.* Washington 25, D. C.; Supt. of Documents. 1944. 20c. A primer of facts and ideas about the educational uses of frequency modulation broadcasting, just published by the U. S. Office of Education, Federal Security Agency. The pamphlet illustrated with photographs, charts and diagrams, details suggestions for planning, licensing, and utilizing educational FM radio stations owned

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University of Chicago Round Table. Can We Re-educate the Enemy? New York: National Broadcasting Company. 1944. 28 pp. *Round Table* published weekly. 10c per copy; year's subscription—\$2.00. The speakers' exchange of views, supplementary material, discussion topics, and a bibliography is included.

Vocational Guide. Chicago: Science Research Associates. 228 S. Wabash Ave. Subscription, \$4.00. An annotated bibliography of selected materials on occupations and vocational guidance, published monthly during the school year.

WAGNER, M. E. Prediction of College Performance. Buffalo, New York: Univ. of Buffalo. The relation of general and specific college achievement to previous academic performance, intelligence scores, and the subject-content tests.

What Education Our Money Buys. Albany, New York: Educational Conference Board of New York State. 1943. 32 pp. 25c. Compiled report comparing teaching methods and returns at different expenditure levels.

What's Ahead? New York: National Industrial Information Committee. 14 W. 49th St. 1944. 18 pp. Free. Speeches and reports of value as background material for personal or class studies of current events or postwar prospects.

WILSON, H. R. and CHRISTY, VAN A. The Modern Choral Hour. Chicago: Hall and McCreary Co. 1941. 144 pp. A book of songs, stimulating and adaptable to the interests and requirements of successful group singing. All the material is relatively simple and, though varied in vocal as well as harmonic arrangement, it is musical, singable, and attractive. Accompaniments are simple but charming and easily within the range of average pianistic ability. Choruses, semi-choruses, *a cappella* numbers, duets, trios, sextettes and double quartettes are included.

World Almanac. New York: New York World Telegram. 1945. Paper cover, 85c; cloth binding, \$1.35. Standard reference for over half a century. All advertising omitted from this limited edition, covering 1944 election returns, sports, war chronology, science review, new maps, and a wealth of factual information in every important field of human endeavor.

Your Stake in Community Planning. New York: National Committee on Housing, Inc. 512 Fifth Ave. 1944. 27 pp. 35c. Based on a comprehensive study of the problems of new residential planning, *Neighborhood Design and Control*. Special emphasis on a master-plan of land use, revision, and modernization.

World Trade and Employment. New York: Committee for International Economic Policy. 1944. 22 pp. The international problem of postwar employment and policies of world trade.

YOUNG, PAUL R. Advanced Garden-Graphs and Teacher's Manual. Darien, Connecticut: Educational Publishing Corporation. 1944. 48 pp. and 16 pp. Broadens knowledge of gardening and directs a satisfying garden experience.

Your Future in Pharmacy. New York: National Pharmacy Committee on Public Information, Inc. Rockefeller Center. 1944. 13 pp. Free. The possibilities of pharmacy as a career.

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